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ABSTRACT

Beginning with a three-week institute at Western Carolina University in the summer of 1972, continuing with nine workshops at five universities in 1973, and concluding with extended study conferences at Appalachian State University and Queens College in 1974 and 1975, the Institute for Undergraduate Curricular Reform has promoted its theme of innovation in higher education. More than 500 faculty members, administrators, consultants, and staff have examined curricular and cocurricular activities on 45 campuses. Topics discussed, curricular plans studied and evaluated, and programs initiated are covered in this report. Specific workshop programs are detailed and various meeting agendas and survey instruments are appended. (LBH)

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PREFACE

The concept of an Institute for Undergraduate Curricular Reform, designed to serve all forty-five public and private senior colleges and universities in North Carolina, originated during the summer of 1971. By March 1972 sufficient funding had been assured to make the concept a reality.

Beginning with a three-week Institute at Western Carolina University in the summer of 1972, continuing with nine workshops at five universities in 1973, and concluding with extended study conferences at Appalachian State University and Queens College in 1974 and 1975, the Institute has, without interruption, promoted its theme of innovation in higher education.

More than five hundred faculty members, administrators, consultants, and staff have dedicated significant blocks of time to a serious examination of curricular and co-curricular activities on the forty-five campuses. The pages which follow are an attempt to describe the topics they discussed, the curricular plans they studied and evaluated, and the programs they eventually initiated.

If their curricular reforms were not always spectacular, and if the institutions sometimes failed to attack their most serious deficiencies, the results achieved were, for the most part, thoroughly sound and academically respectable. It was evident that a ferment for questioning the status quo and for investigating alternatives to current practices had been at work. The Institute's function was not to criticize, condemn, or indoctrinate; rather, it was to serve as a medium through which existing curricula and modes of instruction could be examined and evaluated, and as a platform from which innovative concepts of learning could be observed, assessed and, if desired, adopted and implemented.

Appreciation for the Institute must go to the supporting agencies: the National Endowment for the Humanities, the Z. Smith Reynolds Foundation, the Mary Reynolds Babcock Foundation, the Fund for the Improvement of Postsecondary Education, the Smith Richardson Foundation, and the State of North Carolina; for the actual work of the Institute, to the hundreds of participants, consultants, and staff who shared in its operations; and for the preparation of the Institute report, to members of The University staff, evaluators, and other contributors.

While the formal phases of the life of the Institute now come to a close, the ideas and projects it inspired are expected to continue as a lasting benefit to future generations of students.

Chapel Hill
September 1975

William Friday
President
The University of North Carolina

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CHAPTER I

Institute Beginnings

In July 1971, Governor Robert Scott, chairman of the North Carolina Board of Higher Education, in an address before the Southern Regional Education Board, announced that he would request the North Carolina Board of Higher Education to create a Center for the Continuing Renewal of Higher Education for the purpose of assisting with "the revitalization of college work" in senior institutions throughout the state. In August 1971, Governor Scott made his recommendation to the Board of Higher Education and it was unanimously adopted. Proposed projects of the Center were to include: (1) examination of undergraduate curricula in all participating institutions and revitalization of programs as called for; (2) implementation of efforts initiated by the North Carolina Internship Office to combine practical internship experience in state and other agencies with college credit on the campuses, whenever feasible; (3) provision of ways for public and private institutions to cooperate -- through extension work, correspondence courses, university-credit adult education, and independent off-campus study -- in developing external, non-residential bachelor's degrees; (4) recommendations leading to greater cooperation in international education.

Dr. John Satterfield, a staff member of the Board, was named director of the Center and was commissioned to begin immediate plans for its operation. Because there were no state funds appropriated at the time for the support of the Center's operation, Dr. Satterfield was authorized to seek outside assistance. Overtures were made immediately to national and local foundations for funds with which to begin the Center's projected activities. At this time, also, it was decided to narrow the original projected activities of the Center by focusing largely upon the examination and revision of undergraduate curricula and curricular-related educational functions.

By the last of September support proposals had been drawn up and discussions had been held with a number of foundation heads. In December 1971, the Board announced receipt of two foundation grants for the operation of an "institute for undergraduate curricular reform" through the Center. These grants came from the Z. Smith Reynolds Foundation and the Mary Reynolds Babcock Foundation. Subsequently, other grants were received from the Smith Richardson Foundation, the National Endowment for the Humanities, the National Science Foundation (through the North Carolina Educational Computing Service), the Fund for the Improvement of Postsecondary Education, and the State of North Carolina. Total funding, not counting campus and General Administration support, amounted to just under $600,000. The chapter on budget gives a detailed statement of receipts and expenditures.

In the application for funding it was pointed out that (1) North Carolina, with its low standing among the states in per capita attendance at postsecondary institutions, must devise more attractive programs for its constituents; (2) the rising costs of higher education today call for economies based upon sound curricular change; (3) today's students, very vocal about what is wrong with curricula but understandably unable to articulate curricular reforms, are pressing for improvement in every way from the most courteous to the most disruptive; and (4) legislatures about the country and Congress on occasion are seeking educational changes through bills that are often unprofessional and sometimes uninformed. In summary, it was stated that higher education is being called upon to produce, within economic limitations, those reforms which will best enable students to serve themselves and society.

The proposal came at a time when studies, such as those by Frank Newman, the Scranton Commission, and the Carnegie Commission, were insisting that serious review and revision of traditional curricula were already overdue.

With this in mind it was proposed that the Institute involve all forty-five senior colleges and universities in North Carolina in efforts to up-date their curricula. The Institute was not expected to serve as a vehicle for diagnosing the ills of higher education. Enough of this had been done already. Rather, the Institute, after reviewing both criticisms and patterns of change, was expected to furnish the inspiration by which each institution might achieve its own destiny. The stated purpose of the Institute, then, was to provide the medium through which each participating campus could make a realistic appraisal of its mission and produce the curricular ingredients through which this mission could best be assured for all of its constituents.

Original plans for the Institute called for a three-year span of operation, involving fifteen of the state's forty-five public and private senior institutions each year. Thus, North Carolina was to become the first state to undertake a state-wide program on the theme of innovation in higher education.

As initially conceived, each block of fifteen institutions would follow a series of carefully-planned steps toward the desired goals of curricular reform. There would be (1) selection of a team of five on each campus, composed of faculty, administration, and students; (2) a period of study on campus by team members and others for the purpose of identifying curricular problems and needs; (3) interim conferences with the Institute Director; (4) a culminating summer workshop at which campus teams would work with specialists and with each other in developing solutions to their several problems; (5) appointment of Presidential Commissions (approximately twenty persons for each campus) for one year's follow-up activity; (6) selection of an "expediter" at each campus to direct, coordinate, and help implement curricular reforms; and (7) evaluation visits at or near the end of the year to assess the work and progress on each campus.

While this process was in its early stages the Director of the Institute was charged with the responsibility of seeking (1) an appropriate site for the summer workshop; (2) a variety of skilled leaders for the workshop whose corporate knowledge and experience covered a wide range of curricular activities; (3) a program formulation for the workshop which would be suited to the wide range of problems encountered and which would be applicable to institutions of varying sizes and missions; and (4) evaluators and evaluation techniques that would fit the designed format.

Despite extreme pressures of time between the March 1972 announcement of sufficient funds from the grantors to operate the Institute, and the opening of the Institute workshop itself in June 1972, all of the proposed steps were carried out on schedule. Western Carolina University, Cullowhee, was selected as the site for the workshop and commitments from leaders were secured. Invitations to participate were extended to the forty-five institutions and from affirmative responses, fifteen were selected to serve in the first (pilot) project. These institutions, together with some pertinent data about them, are listed in Table I. They ranged in size from North Carolina School of the Arts with an enrollment of 378 to the University of North Carolina at Chapel Hill enrolling 19,396. Six institutions belonged to the public sector and nine, to the private.

TABLE I

Name	Enroll-ment	Pub-lic	Pri-vate	Black	Women Only	Proposed Major Projects
Campbell C.	2,341		X			Core curriculum, Superfluous course reductions, Interdisciplinary offerings, Competency-based education, New programs
Davidson C.	1,118		X			Extended studies, Honors program, Infusion of black culture, African/Asian studies for teachers, Faculty evaluation, Emeriti faculty advisors
Elon C.	1,873		X			Reduction in core requirements, Flexibility in course choices, General studies major, Independent study, Interdisciplinary courses, Faculty evaluation
Greensboro C.	626		X			Create changes to increase enrollments, Continuing education courses for adults, Greater use of internships, More flexibility in curriculum requirements
Johnson C. Smith U.	1,043		X	X		Improve communications skills, Examine existing pilot programs, Interdisciplinary studies, Develop student learning aids, Improve teaching
Mars Hill C.	1,504		X			Development of competency-based core curriculum, Faculty development, Interdisciplinary and modular courses, Counseling
N.C. Agricultural and Technical State U.	4,510	X		X		General education requirements, Freshman studies, Advanced placement, Modification of grading system, Student counseling, Experiential learning, Honors program
N. C. Central U.	4,028	X		X		Transdisciplinary teaching/learning, Individualized instruction, Faculty development, Counseling, More flexible grading system
N.C. School of the Arts	351	X				Increase in liberal studies for Bachelor's Degree, Interdisciplinary courses, Faculty development, Student advising, Wednesday Matinee
N. C. Wesleyan C.	585		X			Evaluation of Three Track Curriculum, Grading, Faculty development, Advising, Interdisciplinary studies
Pembroke State U.	1,980	X				Revisions in degree programs, Expansion of educational media, Counseling, Faculty development
Salem C.	610		X		X	Multidisciplinary courses, Academic advising, Freshman studies, Faculty development, Experiential learning
Shaw U.	1,259		X	X		Institutional mission, Time-shortened degree, General education, Modular and minicourses, Counseling
UNC-Asheville	1,129	X				Faculty development, Instructional improvement, Advising, Flexibility in course choices, Interdisciplinary courses, Evaluation of curriculum
UNC-Chapel Hill	19,224	X				Development of curriculum for students in allied health, Transfer problems, Interdisciplinary program in the Division of Fine Arts
TOTALS	42,181	6	9	4	1	

All institutions were co-educational save Davidson (male, but now co-educational) and Salem (female). Four universities enrolled predominently black students and one, Pembroke, originated as a college for American Indians.

The Institute plan called for each participant to receive modest compensation for time spent at Cullowhee, for housing and meals, and for travel. On March 13, 1972, a meeting of institutional representatives was held at North Carolina Agricultural and Technical State University in Greensboro for the purpose of briefing participants on program plans to date and of providing answers to questions relative to the forthcoming June workshop. The agenda for the meeting consisted of the following: (1) current status of funding, (2) announcement of workshop leaders and evaluators, (3) student participation, (4) institutional budgets, (5) completion of team selections, (6) early appointment of Presidential Commissions, (7) publicity schedule, (8) publication of workshop proceedings, (9) follow-up consultants for the campuses, and (10) housekeeping details.[1]

Shortly after the selection of Western Carolina as the site of the first Institute workshop, and following acceptances from the principal workshop leaders, a planning conference with these leaders was held at Cullowhee, April 14 - 16, 1972. Attending the conference in addition to the Institute Director were Dr. John M. Bevan, Davidson College; Dr. Jerry G. Gaff, University of Leyden, The Netherlands; Dr. J. B. Lon Hefferlin, University of California, Berkeley; Dr. Pressley C. McCoy, United States International University, San Diego;

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[1] See Appendix A.

and Dr. E. Joseph Shoben, Jr., Evergreen State College, Olympia, Washington.

At this time the roles of the workshop leaders were defined; a list of consultants for supplementary duties was prepared; a tentative schedule of activities covering the entire three weeks was drawn up; facilities, including visual aids, needed for the workshop sessions were identified, functions to be carried out by the host university were agreed upon; and publicity details were outlined.

It was decided that a major feature of the workshop would be a kickoff banquet on the opening night, June 18, at which virtually all of the state's forces operative in higher education would be represented. It was announced that sponsors for this event would be Governor Robert Scott, Dr. William Friday, the Planning Committee of the new Board of Governors, the North Carolina Board of Higher Education, the North Carolina Association of Independent Colleges and Universities, the North Carolina Association of Colleges and Universities, and Western Carolina University.

Immediately following the April meeting invitations to attend the opening night banquet were extended to presidents, chancellors, and trustees of all colleges and universities; to heads of all higher education agencies in the state; to leaders of state government; to members of the General Assembly; and to leaders in industry throughout North Carolina. Approximately 600 persons responded to the invitation and constituted possibly the largest gathering of its kind in the history of higher education in the state.[2]

Governor Scott, in the keynote address for the occasion, spoke of the timeliness of the Institute "during a period of transition, renewal, reorganization and restructuring of both our State government and our system of State-supported higher education." He went on to note that curricular reform should be accomplished with students and their needs primarily in mind. "A changing society," he emphasized, "is asking its institutions not to stand still, not to get too far behind, not to become too detached. . . . I can find no healthier way to go to work on problems in higher education in America than to combine state, federal and private resources to find solutions."

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[2] See Appendix B for a copy of the program.

Governor Scott concluded his remarks by observing that North Carolinians had great confidence in their colleges and universities and in their educational leaders. "State support to all forms of post-secondary education," he pointed out, "has risen by 68 percent in the last four years. The General Assembly, representing the people, would not have been so generous if you, the educational leaders, did not have their confidence."

Prominent among those endorsing the Institute at the opening session was President William Friday, whose recent election to head The University of North Carolina placed him in a most strategic position for carrying out plans associated with the restructure of higher education in the State. President Friday, in a strong supporting statement, urged the participants to take full advantage of a distraction-free period at Cullowhee to reexamine the roles of their respective institutions, to prepare recommendations for further study with their colleagues, and to plan for ultimate implementation on the several campuses.

A significant feature of the June 18 meeting was the televising of the program by The University of North Carolina Educational Television network, under the direction of Dr. George Bair. Thus, many thousands of viewers who could not be present for the occasion were given a glimpse of Institute plans and expectations.

CHAPTER II

The Western Carolina University Workshop

Cullowhee, June 18 - July 7, 1972

Prior to the three-week workshop a tentative schedule was mailed to all participants. With minor modifications, dictated by exigencies arising as the workshop progressed, this schedule was followed throughout the three weeks.[3]

Typically, a major thematic presentation was made at the opening session each day, followed by morning and afternoon group meetings with the consultants. Each group consisted of three institutional teams, with five groups in all. As nearly as possible groupings were arranged according to interests and institutional size. Group leaders throughout the three weeks were the aforementioned John M. Bevan, Jerry G. Gaff, J. B. Lon Hefferlin, Pressley C. McCoy, and E. Joseph Shoben, Jr.

A second major presentation was scheduled usually at night. A partial listing of topics gives some indication of the wide range of curricular and co-curricular interests examined during the three-week period:

1. Curricular Options
2. Experiential Learning
3. Interdisciplinary and Nondisciplinary Studies
4. Biographical Measurement of Students
5. Washington Report on Higher Education
6. Individualization of Instruction

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[3] See Appendix C for schedule details and staff listing.

7. Independent Study
8. Evaluation of Learning
9. Counseling and Advising
10. Faculty Styles
11. Articulation Between High School and College
12. The Economics of the Curriculum
13. Faculty Evaluation and Development
14. Tactics and Strategies of Reform
15. Examples of Innovation:
    a. University of the Pacific
    b. University of the Redlands
    c. Evergreen State College
    d. University of Texas at Dallas
    e. Ottawa University
    f. Marymount College
    g. Other
16. New Doorways to Teaching and Learning
17. Governance and Growing Risks
18. Some Problems in Innovation and Solutions
19. Accountability in Innovation
20. The Role of Students in Curricular Change

Despite the long list of themes and numerous periods devoted to discussion upon them, the major segments of time each day were devoted to individual team activities. Proposals for curricular improvement on the several campuses which were brought to Cullowhee were analyzed, criticized, modified, and, in some instances, scrapped. Resulting refined and new proposals were drawn up for presentation to the larger Presidential Commissions which were scheduled for convening on each campus shortly after the Cullowhee workshop.

In evaluating the program at Cullowhee, John Haines and Charles Meinert recognized both the positive accomplishments and the weaknesses.[4] If primary emphasis in their September 12, 1972 report was placed upon the latter, it was, as the evaluators insisted, in order to assure improvement in subsequent Institute activities rather than discourage their continuance. "Interviews and questionnaires always indicated a sense of satisfaction and value in the Institute and even critical comments were couched in terms of things that would improve future institutes."[5] In their letter to President William Friday on October 2, 1972, Doctors Haines and Meinert reiterated this conclusion: "At the outset we would like to say that the State of North Carolina and your office should be congratulated for taking the initiative and organizing a statewide Institute focusing upon undergraduate curriculum reform. To our knowledge this is the first in the country and certainly light years ahead of other states including New York.. . . We have absolutely no reservations about the importance of this Institute as a vehicle for encouraging undergraduate curriculum change. All of the evidence available to us at this time indicates that the membership of the participating teams benefitted from this three-week experience of curriculum study.. . . The soundness of the goals and format of the Institute was amply demonstrated and evidence supports the desirability of the continuation of the Institute."

On the positive side, the evaluators commended the idea of the Institute itself. "The conception of a comprehensive State-wide project to reform undergraduate education was a . . . bold projection" that attracted "substantial support from private, State, and federal sources."

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[4] See Appendix D for their complete statement.

[5] From the Haines-Meinert report.

While the Institute borrowed from the Danforth model, there were several improvements: (1) the role of the workshop leader was broadened to enable him to work with more than one institution, to serve as a resource person for all participants; (2) while participants concentrated upon their own institutional projects they were exposed to a variety of innovative concepts designed to broaden their perspectives; and (3) probably most significant of all, plans were made, through the follow-up campus Commissions and year-long work with an expediter on each campus, to avoid the let-down and inactivity usually experienced by participants following attendance at an educational conference, however inspiring.

While selection of staff was made on a personal and subjective basis, it had the advantage of bringing together leaders who were acquainted with each other and who possessed congeniality of ideas and experience. Important, also, was the selection of evaluators sufficiently in advance of Cullowhee and arranging for their attendance and participation in Institute activities and follow-up campus visitations. There was positive value for the participants in being able to review their campus programs away from the distractions of their own campuses and to share in intercampus dialogue on matters of common educational concern. Perhaps the unstructured encounters about the dinner tables and the informal sessions at night served this purpose best of all.

The positive views of the evaluators were confirmed by a number of participants who wrote personal letters of appreciation to President William Friday. Typical of the comments regarding the worth of the Institute was this analysis of the Institute from a university Vice Chancellor who attended and participated: "(1) It provided an initial stimulus for broad-based and sustained action in the area of curriculum reform; (2) it gave us an opportunity to associate with a number of able people who have been concerned about, and actively involved in significant efforts at, curricular change and to profit from their ideas, insights, and experiences; (3) it helped bring into focus some of the problems on our own campus and gave our team members time to think and talk about possible approaches to their solution."[6]

Another administrator noted that "the Institute provided the means for a meaningful interchange of ideas between public and private institutions of higher learning in the State of North Carolina . . . . Certainly another key value of the Institute relates directly to the interrelationships between team members from a single institution.[7]"

In suggesting ways to improve future Institute activities, the evaluators called attention to a number of weaknesses in the Cullowhee program:

1. the lack of clear definition in the key words of the theme, "undergraduate curricular reform." Was reference only to the liberal arts core, as most inferred, or was it also to courses and majors in general and even to such concerns as governance, finance, student services and faculty development as these affected curriculum? It was only as the Institute progressed that the broader definition emerged.
2. the lack of control in the selection of participating institutions. Inasmuch as plans called for the participation of all forty-five senior colleges and universities in the Institute, selection of fifteen from among the limited initial volunteers could not easily take into consideration such

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[6] Letter from Vice Chancellor Roy A. Riggs, the University of North Carolina at Asheville, July 18, 1972.

[7] From letter to Dr. Raymond H. Dawson, July 14, 1972, by Dr. Ronald Moran, the University of North Carolina at Chapel Hill.

disparate factors as (a) institutional size and mission, (b) the state of reform already present on some campuses, and (c) the readiness of others to participate in activities involving significant curricular change. If there was one thing in common at the outset perhaps it was a feeling that no further reforms were needed. Participants tended at first to look upon themselves as spectators at the unfolding of an unnecessary drama -- a drama which might possibly have value for other campuses, but not for theirs. As the workshop progressed, however, there emerged some strong desires for realistic appraisal of campus curriculum and a readiness to recognize unfinished business.

3. the inadequacy of lead time for Institute preparation between full assurance of fiscal support (March 1972) and the proposed opening date for Institute activities (June 1972). Several difficulties were encountered: (a) some proposed Institute leaders could not be engaged because of prior commitments; (b) the absence of blacks, women, and scientists on the staff narrowed the themes and undoubtedly weakened the impact of the Institute; (c) institutional participants tended to be faculty, staff, and students who were available and not necessarily those whose interest in, or influence upon, curricular reform on their campuses could be substantial; (d) identification of campus curricular needs, except in a few instances where prior activity had occurred, was in some instances somewhat superficial and in others virtually non-existent; (e) Institute leaders were not able to acquire in advance more than casual knowledge about the institutions and curricular reforms they were expected to serve; (f) a Board

of Higher Education, preoccupied with a legislatively mandated restructure of higher education in the State, to be culminated on July 1, 1972, was precluded from providing the adequate assignment of staff (both professional and secretarial) called for by so large and important an undertaking; and (g) the prepared program did not always address itself to such specific needs as had been identified by the institutions.

4. the unequal strengths of the program itself. This criticism, of course, applies universally. Some themes, some speakers, some features are more attractive than others. Many participants reacted negatively to the use of the Kenneth Clark Civilization series and to discussion on certain "literary" works. Perhaps the most frequently heard criticism at Cullowhee was that the almost exclusive use of the lecture format resulted in very limited time for discussion. It was also apparent that too few leaders were called upon to cover too many topics. "Attempts to utilize the same person for a second general session on the same or even a different topic were not successful. There was also the difficulty in reconciling the desire of some members to have more general and philosophic speakers with the call of others for more practical 'how to do it' sessions."[8]

5. the presence of observers (although few in number) from outside the state. Whatever benefits they might have derived from the Institute were offset by the awkwardness of their presence.

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[8] From evaluators' report.

6. the inability completely to resolve certain inevitable logistical problems. As on most campuses where large bodies of people are meeting at the same time, dormitory accommodations, rest room facilities, secretarial assistance, meeting places, program scheduling, eating arrangements, and communications services at times left something to be desired.
7. the failure to include structured periods for social and recreational activities. Although the setting for the Institute was North Carolina's "Variety Vacationland" many participants were not aware of how they could best take advantage of such free time as was available for exploring natural beauties or participating in summer sports. Recreational facilities at Western Carolina University, while generally available to all summer groups on campus, were not set aside by specific assignment for Institute personnel until late in the workshop period.

Communications to President Friday and Vice President Raymond Dawson following Cullowhee tended to confirm rather than add to the list of grievances noted. It would be an understatement to say that some of the criticisms were petty, pedantic, and superficial. Others were, however, substantial and significant and served a highly useful purpose as planning for subsequent Institute activities began.

1972 Institute Follow-Up Activities

Reference has already been made to the scheduled meeting of a President's Commission, composed of the five Cullowhee participants and fifteen (or more) additional campus representatives, at each institution prior to the fall opening of school in 1972. Each meeting was designed to run for a period of three to four weeks and, according to plan, representatives were to be compensated for time and expenses.

With varying degrees of success, Commission meetings were held as planned on the several campuses. Reports and recommendations from Cullowhee were examined in detail by the augmented bodies and serious efforts were made to produce elements of curricular reform that were compatible with the educational missions of the institutions, desirable for the campuses, and acceptable to them.

It was neither expected nor intended that any finished proposals would be produced by the Commissions as early as the conclusion of their summer sessions. Strategy demanded that innovative proposals be presented to faculties only after they had been carefully briefed and thoroughly indoctrinated. In several instances teams, carried away with what they conceived to be the timeliness of their proposals, sought early approval on their campuses only to discover that the faculty were either not ready for, or fully conversant with, the changes contemplated. Had the recommended strategies been followed needed reforms might have come sooner and would have been more lasting.

The principal purpose of setting up an expediter on each campus to work with the Commission and other faculty throughout the year was to assure careful study and planning of proposals and to prevent premature or irrelevant requests for faculty and administration approval.

Following their visitations to the campuses in the spring of 1973, nearly a year past the Institute, the evaluators spoke of "substantial collective achievement. New academic programs have been initiated, courses revised, proficiency testing and experimental learning adopted, grading systems reviewed, faculty development/evaluation adopted, student services strengthened, goals clarified, community services stressed, and grants for further development obtained. In addition, there was a ferment on many campuses which made people aware of institutional/educational issues, identified those interested in experimentation, and highlighted the problems of change."[9]

Measured by isolated instances of spectacular change on some campuses in some parts of the country, the curricular reforms at most North Carolina institutions were less than revolutionary. Viewed from the perspective of their highly traditional cast and "status quo mentality," however, the changes noted were by no means minimal. North Carolina institutions, for the most part, have been unwilling to accept what in some educational quarters is an easy dictum, that change for its own sake is good. On the other hand, the Institute clearly demonstrated the eagerness of North Carolina institutions to learn of educational reforms elsewhere and the willingness to consider their applicability for their own campuses wherever and whenever practicable. They have also demonstrated a capacity for producing reforms on their own.

If the work of the Commissions on the several campuses lagged at times during the year following Cullowhee, as the evaluators point out, and if the expediters failed to measure up to expectations on some campuses, and if the curricular reforms were not always spectacular, there was enough impetus overall to produce some notable lasting benefits. In fairness it should be stated, also, that the process of reform still continues on most campuses.

Post-Cullowhee Accomplishments

The following listings of post-Cullowhee accomplishments are based upon follow-up visits to the participating campuses by the evaluators and by staff of the General Administration of The University of North

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[9] From report of evaluators, Appendix D.

Carolina and upon information derived from questionnaires, especially the latest one in 1975, and 1975 visits to the campuses.[10] Joining the original evaluators (Haines and Meinert) in 1973 was Dr. Roger Panetta, Marymount College, Tarrytown, New York, a Cullowhee consultant; and in 1975 was Dr. John Satterfield, Kalamazoo College, Michigan, first director of the Institute.

The individual institutional reports which follow are not designed to give an exhaustive reproduction of campus curricular developments. Rather, they are sketches based upon more detailed materials available to those wishing and needing further information. Nor is the manner in which the reports are presented at all uniform. In some instances, there has been close adherence to the major questionnaire, while in others it has seemed best to depart from this format altogether.

1. Campbell College, Buies Creek

a. General Education

(1) There has been some liberalization of requirements in foreign language, English, and mathematics. Foreign students, for instance, are now forgiven the foreign language requirement and are given some credit for life in a foreign culture.

(2) The student is permitted much more flexibility in choice of courses to satisfy both college and departmental requirements. In some instances interdisciplinary courses may be used to satisfy requirements in more than one area.

b. New Degree Programs

An interdisciplinary major, combining eighteen hours from each of two departments has been created. Courses are selected by students in consultation with their advisors and with the approval of departmental chairmen.

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[10] See Appendix E for copy of questionnaire.

A Bachelor of Health Sciences has been instituted and programs in Police and Military Science (catering to nearby Fort Bragg and Pope Air Force Base) have been approved. Also, the Associate Degree has been re-instated.

c. Credit Options

(1) In addition to credit by examination, several departments have cooperative education programs through which students are engaged in off-campus work for which, under prior contract, credit may be given in a related major field of study.

(2) While credit is not given for advanced work in high school, on-campus courses for future credit are given to high school students who enroll during the summer and at other periods. A program for early admission of high school students is currently under study.

d. Course Innovations

(1) Both modular and minicourses in certain areas have had a place in the curricular structure.

(2) New courses have been added in ecology and history (Twentieth Century America).

e. Other

Increases have been noted in (1) utilization of multimedia, (2) alternatives to traditional classroom teaching methods, (3) teacher evaluations, (4) opportunities for independent study, (5) student counseling (e.g., use of peer counselors), and (6) continuing education (e.g., more courses for credit, more courses designed for off-campus adults, and easier access to degree programs for off-campus adults).

Efforts are under way to improve grading practices.

2. Davidson College, Davidson

Among the institutions participating most fully and profiting most from the Institute was Davidson College. Under the leadership of Dr. Jack Bevan who helped to mastermind the Institute itself, considerable activity had already taken place on the Davidson campus prior to Cullowhee. The institution has, however, given credit to the Institute for much of the sustained progress experienced in curricular reform since the Cullowhee workshop. Davidson was the only campus where, for example, the services of the expediter, Dr. Randall R. Kincaid, Jr., were retained after the expiration of Institute support in 1973 to direct continuing reform projects on the campus. Outstanding achievements include:

a. Approval of a system for faculty evaluation. The plan, probably the most elaborate in the state, calls for

(1) appointment of a representative evaluation committee charged with the responsibility of supervising evaluation procedures;

(2) utilization of students, alumni, and peers in judging a teacher's effectiveness;

(3) personal interviews with each faculty member to

a) discuss courses taught,

b) examine syllabi, tests, grade distribution, research in progress, professional meetings attended, papers prepared for presentation and publication, recommendations for library acquisitions, records of graduates in further study, and

c) secure any other evidence regarding professional improvement; and

(4) relating all contributing factors to recommendations for (a) tenure, (b) promotion, and (c) salary advancements.

b. Approval of changes in the Extended Studies program which assure continuation of Davidson's commitment to independent study. The new provisions call for the program to be

(1) voluntary in studies 1 and 2;

(2) subject to regular grading as well as pass-fail, at the option of the student;

(3) limited

a) to projects whose content does not duplicate the content of existing courses and seminars, and

b) to interdisciplinary seminars designed by either the Extended Studies Committee or departments (both subject to the approval of the Educational Policy Committee); and

(4) conducted by faculty on a course-credit basis.

c. Implementation of features related to black studies:

(1) inclusion in all courses (where relevant) of content related to black culture,

(2) establishment of a bibliography of library holdings on black culture,

(3) inauguration of student exchanges with predominently black institutions, and

(4) initiation of shared ideas and programs with other predominently white institutions.

d. Improvements in the Honors College:

(1) election of a new dean,

(2) provision for recruiting students (not just the superior ones) to enter the program,

(3) establishment of tighter standards for work evaluation, and

(4) broadening of options for major emphasis, such as interdisciplinary features.

e. Funding of an in-service program for teachers of a new Asian/African studies curriculum instituted by the State Department of Public Instruction.

f. Development of revisions in the pre-medical program in line with medical school admissions practices. Davidson has consistently been one of the largest suppliers of medical students in the South.

g. Employment of emeriti faculty, with headquarters in the library, to serve as consultants to students doing independent study or working with special projects. In some respects this program, initiated at relatively low cost, is one of the most exciting developments to come out of Cullowhee. It is significant that the National Endowment for the Humanities thought well enough of the project to include funding for it.

h. Development of a program in experiential learning which has involved nearly ten percent of the student body. Students are placed in hospitals, law offices, government settings (local, state, and federal), churches, and businesses. In some instances, students have worked in overseas projects. Credit is granted in some instances; in others, not.

i. Development of a number of proposals which, while not as yet implemented, stimulated activity (as well as healthy controversy) for both proposers and reviewers on the campus.

That these and other innovative practices have taken place at Davidson, an institution with a long history of conservative, traditional -- if thoroughly sound -- academic emphases, is a tribute to its present leadership, in both administration and faculty, that has gone to great pains to review its own offerings, to examine innovative ideas and structures operative elsewhere, and to generate substantive reforms on its own. It is not accidental that these and other curricular changes have brought more than a half-million dollars to the campus since Cullowhee.

3. Elon College, Elon

A number of curricular reforms were accomplished at Elon just prior to the 1972 Institute. The workshop at Cullowhee and much subsequent activity have focused upon implementation and evaluation of changes. Some indication of results is contained in the outline which follows.

a. General Education

(1) Foreign language has been eliminated as a general requirement and there has been liberalization of requirements in Physical Education, English, Science, Mathematics, and Social Science. General education requirements have been reduced from sixty-four to forty-eight credit hours.

(2) There has been increased flexibility in the choice of courses for graduation and in the major.

b. Credit Options

(1) Credit by examination has been extended to include as many as twenty-six hours toward graduation.

(2) Greater flexibility has been introduced to provide high school students with access to college courses. An early admissions program, involving thirty-five students, has been inauguraged.

c. New Degree Program

A new interdisciplinary major (Sociology and Psychology) in Community Services is being offered for the first time this fall (1975).

d. Other changes have been noted in the following:

(1) Modular courses have been introduced in a limited number of areas.

(2) A learning laboratory is being developed.

(3) Teaching innovations include team teaching, independent study, and the greater use of seminars. Some interdisciplinary teaching is under consideration.

(4) Concern for teaching effectiveness has gone beyond evaluation by students and faculty to include alumni. Financial and promotional incentives are provided for faculty interested in graduate and postgraduate work.

(5) The academic counseling center has been merged with the Office of Student Affairs, and is proving more serviceable to students. Each faculty member is responsible for advising ten students.

(6) Limited credit is granted for life experience where it is applicable to the student's learning objectives.

Among a potpourri of recommendations arising out of Cullowhee, the College has still under consideration (1) several new degree programs, including one in Liberal Studies; (2) a modified grading system (A pass-fail component has already been introduced); (3) a number of additional interdisciplinary courses and programs; and (4) a system of merit awards for good teaching.

Changes in administrative leadership since Cullowhee have undoubtedly delayed further action on curricular and co-curricular proposals.

4. Greensboro College, Greensboro

a. General Education

(1) The B.S. degree in Foreign Language has been eliminated and requirements have been liberalized in Physical Education, English, Science, Mathematics, Social Science, and Religion as well as in Foreign Language.

(2) There is increased flexibility in the choice of courses to satisfy both College and departmental requirements.

b. After completing sixty hours, students may elect an interdisciplinary major.

c. Among other changes are the following:

(1) broader application of credit by examination,

(2) varied credit hour courses for the evening college,

(3) development of a learning laboratory,

(4) increased usage of multimedia,

(5) teaching innovations that include:

  a) interdisciplinary teaching,

  b) independent study,

  c) more effective use of seminars,

(6) encouragement of faculty, through financial and promotional incentive, to take graduate and/or postgraduate work (Methods of faculty evaluation, including student evaluation, are currently being studied),

(7) improvements in counseling through:

  a) the establishment of an academic advising center,

  b) use of students as peer counselors,

  c) special work with disadvantaged and freshmen students.

While there is no major change in grading practices, it is significant that a student may now repeat an "F" without penalty.

The institution's commitment to community service has resulted in the development of a number of courses designed for off-campus adults. Easier access to the institution for drop-outs and older adults is being worked out. Finally, development of a competency-based approach to learning is being studied.

Under a current Institute grant, the College is making a detailed study of the entire curriculum with the objective of producing cost-effective reductions and changes without weakening the quality of the academic programs. The results of this study are calculated to serve many small private colleges that are now facing critical budgetary problems throughout the country.

Greensboro College, along with the four other senior institutions in the Greensboro area, has already developed avenues of cooperation in order to avoid over-duplication of courses and programs. Much remains to be done by all five institutions.

5. Johnson C. Smith University, Charlotte

a. General Education

(1) Requirements in foreign language have been eased and in English have been modified to adjust to the varying levels of student achievement. The mathematics requirement is still being studied.

(2) As in other institutions, there is greater flexibility in the selection of courses for graduation and for meeting departmental major requirements. Interdisciplinary courses may serve to satisfy majors in more than one field.

b. While no credit is given for CLEP or other standardized and institutional tests, the University does grant credit for work experience up to a maximum of six hours. The work experience must be in an area related to the student's course of study.

c. Both modular and minicourses have been instituted in order better to provide for self-paced instruction. There are now minicourses in library usage and in English. In mathematics several sections have been broken down into modules, with students moving from one to the next on a self-paced schedule.

d. Other changes have taken place in:

(1) the increased utilization of multimedia;

(2) the addition of interdisciplinary teaching, team teaching, and independent study;

(3) teacher evaluation through

- a) critical analyses by students and administrators,
- b) faculty workshops, and
- c) a process of self-evaluation;

(4) advising, by means of

- a) a new academic advising center,
- b) peer counseling, and
- c) special work with disadvantaged students, honor students, and freshmen;

(5) grading, to allow a student to repeat a course with the second grade only used in computing the grade point average;

(6) continuing education, to provide easier access to the institution on the part of drop-outs and older adults;

(7) competency-based education, especially in English, foreign languages, and mathematics; and

(8) use of outside consultants for the purpose of improving the quality of instructional and other services on campus.

6. Mars Hill College, Mars Hill

Among the Cullowhee participant institutions, Mars Hill has undergone more extensive and more radical changes than any of the others. The changes have been widely publicized in educational conferences and have been substantially supported by foundation and federal grants of approximately $500,000 in all. Dr. Jack Bevan, who worked with the Mars Hill team at Cullowhee as well as subsequently, stated that the institution possesses "a keener vision than most of us ever suspected, has a young faculty that's moving and is more aware of trends than most of its counterparts. Previously, they had a grasp of popular innovations, but now they have a cohesive rationale for putting their recommendations together."[11] The entire program is grounded in a competency-based philosophy of learning.

Basic to the program is Mars Hill's insistence that a graduate of the College must achieve proficiency in each of seven areas. The graduate:

1. is competent in communication skills.
2. can use knowledge gained in self-assessment to further his own personal development.
3. comprehends major values in his own and one foreign culture, and can analyze the relationship of values between the cultures, and can appraise the influence of those values on contemporary societal development in the cultures.
4. understands the nature of aesthetic perception and is aware of the significance of the creative and aesthetic dimensions of his own experience, which he can compare to other cultures.
5. understands the basic elements of the scientific method of inquiry, applies this understanding by acquiring and analyzing information which leads to scientific conclusions, and appraises those conclusions.
6. has examined several attempts to achieve a unified world view and has knowledge of how such attempts are made. The graduate is aware of the broad questions that have been posed in the history, philosophy, and religions of Western civilization and can assess the validity of answers given to these broad questions in terms of internal consistence, comparative analysis, and his own position.
7. is competent in an area of specialization.

The Institute questionnaire does not reflect adequately the unusual program at Mars Hill. It does, however, provide some basis for comparison and contrast with other institutions:

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[11] From letter to Dr. Dale Gramley, Z. Smith Reynolds Foundation, September 8, 1972.

a. General Education

(1) In the competency-based curriculum, subjects are not treated as discretely separate entities. Rather, they are studied in relationship with each other. The result is a highly interdisciplinary approach to learning.

In addition to the competency block of courses, students are expected to complete thirty-five courses.

(2) There is much greater flexibility in the student's choice of learning materials, both in the College and departmental requirements. There is also a reduction in required hours in a specialized field of study. Interdisciplinary courses may satisfy requirements in more than one study area.

b. New Degree Programs

(1) While there are no new degree programs as such, students may select their own areas of specialization in satisfying graduation requirements, subject to the approval of the appropriate faculty committee.

(2) There is an external degree program operating under continuing education. Credit is granted:

a) by examination in lieu of course work,

b) for course-related work experience, and

c) for "reflective" life experience. This program calls for periodic student-professor meetings and may involve some on-campus learning experiences.

c. Credit Options

(1) As many as twenty-eight hours of credit may be earned on the basis of scores from standardized and institutional tests.

(2) As much as one year of work off-campus may be applied to the total hours for graduation. This work may be student-designed, but must be approved by the appropriate department.

(3) High school students may earn college credit while pursuing their diploma program. By special arrangement such work may be transferred to the high school and credited toward graduation. There is also provision for admission of non-graduates to the College following the junior year in high school.

(4) In some areas, such as Communication Skills and Biology, students may earn credit for satisfactory work short of the amount required for completion of the courses.

d. Course Innovations

(1) Both modular and minicourses have been designed in the new curriculum.

(2) Each of the General Studies Competencies necessitated the complete new design of courses.

e. Other

The new program at Mars Hill has called for:

(1) much greater utilization of multimedia (A new person has been employed to head the services);

(2) development of a learning laboratory;

(3) teaching techniques which include interdisciplinary and team teaching, seminars, tutorials, independent study, directed readings and internships;

(4) faculty evaluation by students, peers, and administrators, as well as self-evaluation through a development of personal objectives and growth;

(5) faculty development through

a) workshops,

  - b) graduate and postgraduate study,
  - c) financial incentives, and
  - d) released time;

(6) establishment of living-learning situations in which resident student counselors receive credit for work done;

(7) a system of advising in which both faculty and students are used;

(8) expansion of services to
  - a) disadvantaged students,
  - b) freshmen,
  - c) honor students,
  - d) early admission students, and
  - e) adults in the community;

(9) introduction of a more flexible grading system which provides students with more options; and

(10) a continuing education program
  - a) allowing up to twenty-eight credit hours for "Reflective Life Experience,"
  - b) introducing a greater variety of courses designed for the off-campus student, and
  - c) providing easier access to college for drop-outs and older adults in all nearby communities.

The College has made good use of in-state and out-of-state consultants in the development of the competency program, with both Institute and non-Institute funding. Furthermore, Mars Hill faculty and staff have served as consultants at many educational conferences and on numerous other campuses, describing and publicizing the unique program developed by the institution. The program has attracted funding in substantial amounts from several sources, as already noted, and is likely to attract much more. It has also attracted students who are seeking a sound, qualitative, non-traditional type of learning experience.

7. North Carolina Agricultural and Technical State University, Greensboro

During the first year following the Institute, activities on the part of the team and the Commission were somewhat limited, despite meetings at regular intervals. The timing did not seem right for any major curricular changes. Later on, when the climate for change appeared appropriate, the Chancellor appointed a new Commission composed of representatives from the Cullowhee team and the various schools of the University. This new Commission, stimulated by a Title III grant of two million dollars covering a four-year period, has been exceedingly active, particularly during the past year.

a. General Education

(1) The institution has liberalized requirements in all areas except science, and changes in the latter are now being formulated.

(2) Some flexibilities in course choices in overall areas of study have been provided and changes in majors and departmental requirements are contemplated.

b. A paraprofessional program in Mental Health provides a time-shortened degree.

c. Credit Options

(1) Credit is allowed on the basis of standardized and institutional tests.

(2) Credit for work experience is provided in Cooperative Education and Manpower programs. The number of hours allowed is variable, depending upon quality and quantity of work accomplished and applicability to the student's course of study.

(3) Credit is also provided for college level work in high school.

Validation is by either examination or performance in college in the same or related disciplines.

(4) High school students may enroll for credit and may be admitted to the University prior to the senior year.

(5) Students in economics and engineering may receive variable credit in certain courses where modules of work have been designed.

d. Course innovations include minicourses, in addition to modules. Project IODINE in Nursing is an example of innovative learning both in structure and in content.

e. Other changes include:

(1) expansion of multimedia facilities;

(2) development of a learning laboratory;

(3) interdisciplinary teaching;

(4) such alternatives to classroom lectures as seminars, tutorials, and independent study;

(5) improvements in teaching effectiveness through faculty workshops and graduate and postgraduate study;

(6) use of peer counselors in the advising program;

(7) allowing students to repeat a course and use second grade only in computing grade point averages;

(8) marked expansion of continuing education including:

  a) provision of more courses attractive to adults, and

  b) design of new courses specifically for off-campus adults;

(9) development of competency-based learning in teacher education and social service.

Consultants have been generously used in the development of curricular changes. Funding of certain activities through AIDP and COSIP has been most helpful.

8. North Carolina Central University, Durham

Even prior to Cullowhee, North Carolina Central had experienced some significant changes in its undergraduate curriculum. All general education requirements, for example, had been liberalized in 1971. The Cullowhee experience, however, gave impetus to other innovation measures on campus that have had a strong impact upon students. Core requirements are down and much greater flexibility in course choices to satisfy both degree and departmental requirements has been permitted.

New degree programs have been kept to a minimum primarily as a result of a moratorium placed on such programs by the Board of Governors of The University of North Carolina. New programs have been introduced, however, in Public Administration, Recreation Administration, Criminal Justice, and Allied Health. Time-shortened degree programs (three years) are being planned in Public Administration, Media Journalism, Recreation Administration, and Psychology. New programs are expected, in the future, to be replacements in the curriculum rather than add-ons.

Credit options include credit by examination, credit for work experience and variable credit. Work experience credit may be acquired by semesters off-campus or through on-the-job learning activities. In some instances (e.g., health education) the field experience may substitute for on-campus courses. Variable credit may be secured either through contract (e.g., Home Economics) or completion of modules (e.g., certain courses in Education). Minicourses are also available.

Examples of course content innovation include Physics 121 (The Language of Science), Social Science 199 (Methods and Applications in the Social Sciences), and English 141 (Introduction to the Humanities).

Other changes include:

(1) the development of a learning laboratory and an academic skills center (working successfully with 100 readmitted and formerly

unsuccessful students);

(2) stepped up use of multimedia;

(3) teaching innovations such as

  a) interdisciplinary instruction,

  b) team teaching, and

  c) lecture alternatives (seminars, tutorials and independent study);

(4) faculty improvement provisions through

  a) three workshops annually,

  b) student and faculty evaluations, and

  c) graduate and postgraduate study with financial subsidies;

(5) improved counseling through the use of trained peer counselors, especially effective with disadvantaged students; and

(6) a change in grading practice to permit students to repeat "D" or "F" courses with only the higher grade counted and only the hours for that grade counted in hours attempted or earned.

North Carolina Central can point to approximately four million dollars (none of it State money) secured since Cullowhee for curricular reform. These funds have helped to bring about many of the campus innovations referred to in this report. They have also enabled the University to utilize the assistance of outside consultants in planning innovative changes.

The development of individualized instruction in such academic disciplines as Biology, English, languages, and Education could not have happened apart from funding which provided released time for the faculty and outside expertise. A major innovation, still in process, is the development of a series of interdisciplinary courses partially to satisfy general education requirements. Outstanding leadership has been evidenced in attempts to develop an academic program that is designed to speak to the needs of Central's students. It is tempting to have the Institute take credit (as one NCCU official insisted, perhaps too modestly) for much of the ferment and accomplishment in curricular reform on the campus. "Actually," as the evaluator expressed it, "the Institute encouraged Presidents or Chancellors and Deans to inform faculties, organize them for achievement, and support them. NCCU has found the right processes, but those processes are still dependent upon people for their thoughtful and tough execution."

The challenge to further progress on the campus was delivered at a recent meeting of the Committee on Excellence, which is supported by Institute funds: "The time is now for the kind of constructive, creative action which could revitalize and breathe new life into all that is residual and worth saving at this institution.. . . It has been my purpose . . . to challenge you and to motivate you to develop innovative and exciting new ventures which could move this institution to a stance and posture in higher education that would more closely relate to both the needs and aspirations of our students and those of society and the world in which they, and we, must live out our lives."[12]

9. North Carolina School of the Arts, Winston-Salem

This institution is unique in North Carolina, if not in the entire country. Emphasis is upon the performing arts and students of nearly all ages are drawn from across the nation. Both high school diplomas and baccalaureate degrees are available. The varieties of problems created by an institution with so complex a mission gave impetus to far more than passing interest in the services available through the Institute for Undergraduate Curricular Reform. Perhaps more than any other institution in the State, the School of the Arts has participated fully in Institute activities during the past three years.

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[12] Address by Vice Chancellor Leonard H. Robinson, April 1975.

In the past, general education courses at NCSA were highly traditional in nature and were lumped together under the title "Academic Department" as distinguished from the several performing schools. Because of a heavy concentration of time in the development of artistic skills, no more than thirty-six to forty-eight hours of general education could be worked into the student's schedule even in pursuit of a baccalaureate degree; even less for the non-degree major.

Both a sound philosophy of higher education and the demands of graduate schools called for a review of general education requirements. If, as some felt, the requirements were minimal, then some means, within the strictures of time, needed to be devised in order to correct deficiencies. There was need also to bring together the faculties of the performing arts and the liberal arts so as to provide integration of subjects, and thus demonstrate the interrelatedness of the several learning experiences. Credit by examination, experiential learning, independent study, interdisciplinary courses, and the extension of time for securing a degree were among the options to be jointly examined.

The seriousness with which proposals were viewed is indicated by the work schedule developed. In addition to the 1972 summer Commission meetings, there were conferences with consultants during the latter part of the year and in 1973, 1974, and 1975. Meanwhile, Commission members and other faculty members continued their activities, first under the direction of the expediter and later on their own. A special workshop on curricular reform called by the Chancellor in January 1973 began drafting major proposals for curricular change. On May 2, 1973, four proposals, which grew out of Cullowhee and subsequent planning on campus, were adopted. These were:

1. development of a new Advisory System at the School;
2. inauguration of a new course on "Basic Concepts in the Arts," designed "to effect a change in attitude and orientation in the perception and understanding of the arts and so promote, among both students and faculty, a community of understanding about art and our purposes here";
3. introduction of the Wednesday Matinee which would operate throughout the year in a program bringing to the campus outside lecturers, touring artists, films, and other features supportive of the educational mission of the School; and
4. topic and period oriented transdisciplinary courses, structured around three tracks or three types of programs:
   - a. the unified curriculum (specially designed transdisciplinary courses which are thematically or period oriented),
   - b. the allied curriculum (general required or core curriculum in both the Arts and Academic areas), and
   - c. independent study (tutorials, directed studies, special projects, contract and programmed courses, internships, consortium-related programs, community-based programs, and continuing education programs).

The 1975 questionnaire, while not completely adaptable to NCSA, reveals the following innovative practices:

a. Provision has been made for greater input of liberal subjects in the curriculum by various means, as already noted.

b. While no new degree programs have been devised, new tracks for achieving existing programs have been approved. Transdisciplinary courses and independent study are illustrative. There is no external degree program, but off-campus internships, projects, and study may count, with respect to credit, toward graduation. Also, work accomplished at other area colleges may be applied toward graduation.

Individual programs may be arranged to achieve a time-shortened degree. Also students enrolled in the high school may receive advanced, college-level credit for certain courses.

c. Credit by examination (both standardized and institution-formulated) is encouraged (with no hour limit set as yet), and credit may be secured for off-campus internships (Theatre Design), community-based learning, and work experience. Variable credit (work short of course completion) is provided through individual contracts and tutorial arrangements.

d. Examples of new courses are

(1) freshman English related to major productions.
(2) Elements of Music as a humanities offering,
(3) American Aesthetic Perspectives,
(4) Basic Concepts in the Arts, and
(5) Bicentennial-related humanities offerings.

e. Teaching innovations, as already noted, include interdisciplinary and team teaching as well as tutorials and independent study.

f. Teaching effectiveness has been a major concern at NCSA. Teacher evaluations by students, faculty, deans, and administration are routine. Faculty improvement devices include use of workshops, visiting consultants, released time for self-improvement, financial grants for developmental projects, and a special HEW-funded project involving incentive rewards and faculty/curriculum development programs.

g. Reference has already been made to a new advising program. In addition to faculty counseling, students, after a period of training, are used as peer advisors. Disdavantaged students, foreign students, students earning certificates, and all freshmen are the principal beneficiaries.

h. Plus and minus designations are no longer used as parts of permanent grades. The pass-fail option is open to juniors and seniors and all students working on a Certificate of Proficiency. "W" (Withdrawal) replaces the conventional "W/P" and "W/F".

i. Easier access to courses and programs at the School has been provided for adults through Continuing Education.

j. In a school of the arts, competency is the name of the game, both at the performance and performance-related levels. Extra assistance is provided in such areas as vocabulary building and foreign language mastery.

k. Consultant services have been provided through campus visits, conference calls, visits to other institutions, professional conferences, and printed materials. NCSA has also shared features of its own program with other institutions.

l. NCSA has secured sizable sums of money for follow-up activities. The grant from the Fund for the Improvement of Postsecondary Education for faculty and curriculum development has provided $25,000 for the first year. Other grants have come from the Institute, from the School itself, and from a national fund drive. More is expected.

10. North Carolina Wesleyan College, Rocky Mount

This relatively new senior college (chartered in 1956 and opened in 1960) chose from the beginning not to be just another liberal arts institution following traditional patterns of learning. While a highly structured curriculum was available for those students who sought a good conventional education, other learning tracks were provided for students who possessed a pioneering instinct. Ultimately, three tracks were established, designed to meet the needs of both the most conservative and the most liberal learner, as well as those who ranged between the two.

Track I meets every condition of a prescribed, course-centered curriculum. The pattern is so familiar as not to require elaboration.

Track II combines traditional and non-traditional learning experiences. Basic requirements of Track I must be met, but up to fifty percent of the total requirements for graduation may be non-structured. The 124 semester hour equivalency may come from formal courses, independent studies, group studies, seminars, or by any combination of courses and studies. In all instances of non-traditional programs, objectives of the studies, methods and materials to be used, and plans for reporting the learning experiences must be approved in advance. Overseas travel or language studies, work-study experiences, internships, cooperative programs of "on-the-job" learning, and research projects may, upon proper review and approval, be included in the total program. Track II also provides for course challenges, by which students may, through oral or written examination, receive credit for prior learning. Standardized testing (CLEP and other) is also available.

In Track III the student, in consultation with two or more faculty advisors and with the approval of the Academic Council, may design his entire baccalaureate program. All of the provisions called for in the second (non-structured) half of Track II apply. The student has the option of including some formal courses or of substituting independent study altogether. He may also devise a variety of interdisciplinary approaches. The major field of study may be traditional, interdisciplinary, or completely new, depending upon the student's goals.

Unlike many other institutions where student-designed programs exist, Wesleyan does not exclude from Track III even the average student. While, in practice, most of those choosing this track have been superior students; others, encouraged by the offer of the College to familiarize them with independent study methods and procedures, have also taken advantage of it.

In all student-designed programs the Academic Council of the College must be convinced that the work accomplished has the equivalency of the 124 hours required for graduation.

Wesleyan's 4-4-1 calendar provides for work on special projects, even for Track I students, during the month of May each year. A total of four semester hours credit may be earned during the may term and six hours in each of two summer sessions.

While the foregoing description of Wesleyan's innovative approach to curriculum is basic to an understanding of the College's philosophy of education, there are other features, quite in harmony with the Institute's emphasis at Cullowhee, which need recording:

a. Modular and minicourses, along with interdisciplinary courses (and majors), providing variable credit are available. Academic credit for attending and reporting on convocations may, for example, provide one semester hour.

b. Students may elect grading under the conventional system or choose pass-fail.

c. Alternatives to classroom lecture abound.

d. Provisions for faculty improvement (with limited financial support), through graduate and postgraduate study and attendance at professional meetings and workshops, have been available. Student-, peer-, and self-evaluation are encouraged.

e. Services to the surrounding area include:

    (1) cooperative programs with technical institutes;

    (2) courses of study in Police Science and Wildlife Management;

    (3) work with military personnel; and

(4) continuing education opportunities.

The College has made possible easier accessibility to its programs on the part of transfer students and older citizens.

Despite a serious financial crisis through which the College is passing, every effort is being made to keep the institution and its attractive, innovation program moving forward. The community and the sponsoring Church have rallied to Wesleyan's appeal.

11. Pembroke State University, Pembroke

As an institution emerging into an expanded role in higher education in the State, Pembroke went to Cullowhee determined to take full advantage of the suggestions offered for curricular reform. Goals established prior to the Institute were reviewed and refined during the three-week period. Upon return to campus the Chancellor's Commission, composed of twenty-nine faculty members and six students, was appointed and plunged immediately into the tasks assigned. Included in the Commission were all department chairmen and heads of major administrative services. The group was divided into three task forces: (1) Institutional Goals and Processes; (2) Personnel and Programs; and (3) Supportive and Community Services. Under these headings virtually all aspects of the University's curricular programs were examined and recommendations for improvement proposed.

At the end of the summer, all Commission members, the Chancellor, and other key persons spent a workshop period off-campus (at Myrtle Beach, South Carolina) with Cullowhee consultants, Jack Bevan, J. B. Hefferlin, Roger Panetta, Keith Shumway, and Calvin Taylor.

The task forces, under the direction of the expediter, Dr. Daniel Todd, continued to meet regularly throughout the year. The evaluators, following the April 1973 visitation reported: "The general atmosphere at Pembroke was very positive. Everyone seemed to take assignments seriously and have a sense of accomplishment. There was a general interest in change, a feeling of euphoria on the part of some, and no negative/hostile attitudes."

Under an award from the Danforth Foundation, the Pembroke team members continued their studies during the summer of 1973. Meanwhile, the work of the Commission and its task forces moved forward unabated. By June 1975, the time of this report, significant curricular improvements had been inaugurated on the University campus.

a. General Education Requirements.

As a result of the introduction of interdisciplinary courses and the dropping of certain subjects considered non-essential, requirements for graduation have been reduced from 128 to 120 hours. General education requirements have been reduced to forty-five hours and much wider choices made in satisfying these requirements. Substitutions may now be made for foreign language (except in certain departments), Physical Education, History, Speech, Music and Art, and the Philosophy-Psychology-Religion combination. In all other areas requirements have been liberalized.

There has been some increase in requirements for the major, but more options, including provision for crossing departmental lines, are permitted. Significantly for Pembroke, with its large Indian enrollment, has been the development of an American Indian Studies program (non-major) which utilizes a number of existing disciplines (Sociology, Religion, Art, History, and Literature).

b. While no new degree programs as such have been developed, provision has been made for a student-designed major. Under contract with the Communicative Arts Department (which includes English Education, Languages and Literature, Dramatic Literature and Performance, Journalism, Spanish, and French), the student, with the aid of his advisor, may design a major which can draw upon as many as nine departments. A segment of three hours of independent study is required. This program is not limited to academically superior students.

No external degree program has as yet been inaugurated (now under consideration), but credit is granted toward graduation for course-related work experience. Internships exist in such areas as Sociology, Journalism, Political Science, Education, and Business.

c. Up to thirty semester hours may be earned on the basis of standardized tests and up to twelve hours of on-the-job work experience may be applied toward graduation. Some progress has been made in allowing high school students to take college-level work for later credit.

d. Both modular and minicourses are available. In history, a number of modules have been developed. In English, under review skills, there are modules in (1) spelling mastery, (2) English usage, and (3) sentence mastery. Minicourses have been developed in physical education. The honors program has a number of innovative features. Seminars, depending upon time and content, produce variable credit.

Innovative courses, in addition to those already noted, include: Perspectives on Man (credit in either Philosophy or Religion); Development of Physical Thought (Science); History Honors I and II, and Modern Civilization (an interdisciplinary seminar).

e. Technological innovations include the development of a Media Center and a computer learning laboratory which service the entire University. Media and computer personnel, materials and facilities have been greatly increased.

f. Reference has already been made to teaching practices which include interdisciplinary and team teaching techniques. Seminars, tutorials (using students) and independent study may, as appropriate, substitute for classroom lectures.

The University has developed an increasing concern for teaching effectiveness. Teacher evaluations by students and informal departmental appraisals are available to the faculty. Provisions for improvement are also available through faculty workshops and graduate and postgraduate study. Title III funds, with priority for those completing degrees, have been utilized. Encouragement has also been provided through reduced loads, released time, and rearranged teaching schedules.

g. Other developments include:

(1) use of students as counselors and tutors for the disadvantaged and freshmen, some paid with federal funds in a Special Service Program;

(2) adoption of a pass-fail option and a provision which allows students to repeat a course with the second grade only used in computing grade point averages;

(3) some expansion of continuing education programs, largely non-credit, and development of post-undergraduate courses in cooperation with Appalachian State University;

(4) greater use of outside consultants to assist with curricular reform;

(5) increased outside funding to implement innovative proposals, totaling approximately $1,210,000. (A campus workshop on identification of projects and proposal writing has stimulated faculty in producing grant requests).

12. Salem College, Winston-Salem

Salem College, with its long history of distinguished service to higher education in North Carolina, in participating in the Institute, was concerned to preserve the true values of the past while faithfully examining those newer modes of learning which might fit into the Salem tradition. Working with the theme, "The development of the sense of community in the small woman's college," the President's Commission addressed itself to five principal issues:

1. multidisciplinary work;
2. freshmen studies;
3. academic advising;
4. faculty development (with special reference to advising and multidisciplinary studies); and
5. experiential learning (as related to Liberal Arts/Professional Development.

Salem's report on accomplishments may be tabulated as follows:

a. General Education

A number of requirements were waived to enable introduction of the interdisciplinary Freshmen Studies Program. A year-long course, Freedom and Authority, is team taught and is accompanied by a close faculty-student relationship which, among other benefits, provides a highly individualized advising and counseling component.

Salem's long-standing refusal to proliferate courses unnecessarily obviated the necessity for providing flexibility of course choices much beyond that already in vogue. Some changes have, however, been noted.

High on the College's agenda is the development of a student-designed, faculty-approved, major. It is anticipated that more interdisciplinary courses and greater use of team teaching will emerge from future curricular planning. Seminars, tutorials, and independent study have long been a hall mark of Salem's instructional program.

The College, conscious of its service role in the community, has expanded its continuing education efforts. Special recruitment activities and provision for easier access to the College's courses have enabled Salem to reach a larger segment of the adult population in the area.

Throughout Salem's involvement with Institute activities the importance of the faculty in determining all curricular reforms has been recognized. This is not to say that student input has been missing; only that the greater experience and knowledgeability of the former have weighed most heavily in curricular planning and decision making. Much has been done, through re-education and self-education, to provide a congenial atmosphere for change. Faculty approval of new educational concepts has been consistently sought. Faculty development and instructional improvement have been continuously at work on the campus.

The value of outside consultants was recognized from the beginning. Both Institute and non-Institute consultants, in-state and out-of-state, have been brought to the campus to assist with planning. A number of resulting good proposals are on the agenda for early approval and implementation. To the credit of Salem's Commission, it should be stated that, while accomplishments at this writing have not been all that proponents might have desired, no Institute participants worked more carefully or formulated more logical or more intriguing plans for the future than they. More will be heard from this institution.

13. Shaw University, Raleigh

Like many predominently black institutions in the country, Shaw has been preoccupied with the development of instructional programs and techniques peculiarly fitted to meeting the needs of disadvantaged students. As on similar campuses, visitations by evaluators and staff have observed enormous dedications, troublesome frustrations, and yet some notable successes.

Perhaps Shaw, in seeking academic solutions, has been overly experimental. Certainly, there has been no lack of willingness on the part of the institution to travel untried roads and to chart new courses in the educational world. Impelled by both the staggering needs of its students and the critical financial crises that have overwhelmed the institution, Shaw has responded with indefatigable persistence and hope.

While a number of curricular changes are in progress at Shaw University, the persons who participated in the Institute have difficulty pointing to specifics attributable to Cullowhee. The difficulty is due partly to longstanding curricular flux at the institution,[13] partly to the fast administrative shifts on campus, and partly (as elsewhere) to selection of faculty personnel for Cullowhee (on rather short notice) whose influence on the campus has not been as strong as could have been desired and whose proposals, even when carefully put together, have had disappointing reception.

There are, however, some noteworthy achievements:

a. The University's entire English program is modularized. Modules designed by Shaw's faculty are in use for the first time this year.

b. A general education course called "Science and Society" consists of modules from among which students may select those best adapted to their academic programs. "Weather and Man" and "Biology and Disease" are representative titles of modules.

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[13] The Cullowhee team, in its report to the Institute, stated that Shaw University had "already undergone a plethora of innovations in the past decade under the leadership of three innovative presidents."

c. General education requirements have been liberalized and students have far more flexibility in choice of courses.

d. Much attention has been given to:

- (1) student counseling;
- (2) faculty development and evaluation;
- (3) instructional improvements through:
  - a) increased media facilities,
  - b) learning laboratory,
  - c) provision for graduate and postgraduate study,
  - d) attendance at professional meetings;
- (4) time-shortened programs;
- (5) optional credits, including:
  - a) credit by examination, and
  - b) credit for work experience;
- (6) expansion of continuing education through:
  - a) easing admission requirements for adults,
  - b) courses designed for older citizens,
  - c) special recruitment efforts,
  - d) external degree programs (university without walls);
- (7) fundraising for curricular improvements; and
- (8) cooperative programs with neighbor institutions.

14. The University of North Carolina at Asheville

When UNC-A became a four-year institution and was later incorporated into The University System, it was designed to be relatively small in size and highly innovative in curriculum. Consequently, the team at Cullowhee and the enlarged on-campus Commission devoted much time to refining changes that had already taken place.

In its statement of aims and objectives, the University has described itself as "Combining the best of the traditional and the most promising of the experimental.. . . Students are encouraged to rely heavily upon their own resources.. . . They are encouraged to sharpen and strengthen their ability to discriminate, to think critically and judge independently, to develop a system of ethical and moral values worthy of free men and women."

Among notable innovative features at UNC-A are the following:

a. Flexibility of course choices within the major and in related areas.

b. Use of interdisciplinary courses to satisfy major requirements. There are good illustrations in Biology and Physics.

c. Provision for a student-designed (and faculty-approved) major. These programs generally cross departmental lines and are not limited to the academically superior students.

d. Time-shortened degree programs. While not Institute-inspired, these were endorsed by Institute personnel and their continuance encouraged.

e. Credit by examination. As many as thirty hours may be earned through standardized tests and applied to the degree programs.

f. Credit for college-level work in high school, and matriculation of high school students prior to their graduation. These features, previously inaugurated, have been greatly expanded in recent years.

g. Course innovations. Both modular and minicourses are available, both in the regular and evening sessions, with a resulting dramatic increase in enrollment. Special topic courses in the various disciplines for non-majors have been particularly popular and effective. Such topics as Evolution, Biological Basis of Behavior, Water and Waste, and Parasites and Man (as well as others chosen for individual study), carrying one hour of credit each, are illustrative of successful offerings. Special topics, outside of the sciences, may be found in such areas as Art, Literature, Economics, Business, Education, Religion, History, Psychology, and Physical Education. The majority of these are offered in the evening college, but are available to all students.

A cooperative program with Western Carolina University is a recent innovative development which is bringing a large influx of students to the UNC-A campus for both undergraduate and graduate work. New courses have been developed and interchange of faculties achieved. This is the largest cooperative venture of its kind in the State.

h. Technological innovations. Media usage, including computer work, has been greatly increased; and the learning laboratory has been expanded.

i. Teaching innovations. Interdisciplinary and team teaching, as well as such alternatives to classroom lectures as seminars, tutorials, and independent study, are employed on an increasing basis.

j. Teaching improvements. Faculty evaluation by students, peers, departmental chairmen, the Vice Chancellor for Academic Affairs, and a committee of tenured faculty is routine. Promotion is based in part upon teaching effectiveness. This and other incentives help to create a desire for improvement. Some faculty find that the employment of innovative techniques in teaching leads to recognition and advancement. Faculty workshops are provided and self-improvement is underscored. Unfortunately, funds have not been available for more than token assistance to faculty desiring or needing advanced academic training.

k. Meeting the needs of students. Peer counseling is a successful new feature on the campus. Students chosen for this activity are involved in a period of special training. This counseling program is designed largely for first-year students, but may include others who have learning difficulties.

l. Grading practices. A conventional grading system using the letters "H", "G", "P", and "F", may be substituted (in specified courses and by special arrangement) by grades of "S" (satisfactory) and "U" (unsatisfactory). The new grades are designed for use "where it is difficult or inappropriate to discriminate levels of achievement, such as remedial courses, internships, exhibitions and other activity-oriented courses; and courses which do not emphasize the mastery of a well-defined body of skills and knowledge." Grades of "S" are not used in computing grade point averages, but "U" grades (equivalent to "F") are used in the computations.

m. Continuing education. Probably, UNC-A's greatest program expansions have been in continuing education. As previously noted, many minicourses, attractive to adults in the community, have been developed and are incorporated into the evening college program. Easier access to collegiate work has been provided and extensive recruitment efforts have been successfully undertaken.

n. Senior project. All seniors are expected to undertake a comprehensive project in the field of their major study. The students may, however, follow any one of a variety of choices in satisfying this requirement:

(1) special examination,

(2) research project,

(3) senior paper,

(4) laboratory experiment, or

(5) some other means of giving proof of learning achieved.

Both consultants and special funds have been used in the planning and implementing of curricular and curricular-related reforms on the campus during the past three years. This institution, in carrying out its peculiar mission in the public university System, has not hesitated to pioneer in academic innovations.

15. The University of North Carolina at Chapel Hill

Although the University of North Carolina at Chapel Hill participated in the Cullowhee Institute and certain follow-up activities, it was understood from the beginning that curricular reforms would necessarily be on a limited and minimal basis.

There were several cogent reasons for this decision: (1) the University had already completed, over the previous six years, extensive studies on curriculum and had previously implemented substantial changes in the undergraduate programs; (2) limitations in the number of participants (six) at Cullohwee (a) placed severe restrictions on the nature and extent of any possible further reforms, and (b) made virtually impossible any significant impact of the Institute upon the University; (3) the general lack of experience on the part of the Cullowhee leadership with curricular problems and needs on a large university campus (in a program deliberately aimed at assisting smaller institutions) precluded the dissemination of the kinds of services that would have been most useful to a greater university; (4) the shared experiences among the diverse faculties (primarily small college) brought together at Cullowhee, while personally desirable and enriching, could not be expected to provide useful answers to the curricular concerns at UNC-CH; and (5) the very size and complexity of the University itself, bound by long-standing traditions and complicated rules of governance, dictated a restricted kind of participation.

This limited participation the University readily agreed to and sent to Cullowhee six outstanding campus leaders. The University also proposed clearly defined, somewhat narrowly restrictive areas of concentration for its team: (1) Undergraduate Education in the Allied Health Sciences, and (2) Undergraduate Education in the Arts.

The first project was concerned with (a) the development of a curriculum for students preparing for teaching, supervisory, and administrative positions in high schools, technical institutes, and community colleges; and (b) adjustments in curriculum so as to accommodate the transfer student seeking preparation for supplying teaching and other manpower needs in the allied health sciences. Ultimately, faculty and administrators in the Health Sciences, the College of Arts and Sciences, the School of Education, and the Office of Undergraduate Admissions would be involved in the project. Attention would be focused primarily upon the following fields:

1. Dental assistant
2. Dental hygiene
3. Dental auxiliary teacher education
4. Physical therapy
5. Radiologic technology
6. Radiation therapy
7. Nuclear medical technology
8. Medical technology
9. Cytotechnology
10. Blood banking technology
11. Histologic technology
12. Occupational therapy
13. Therapeutic recreation
14. Recreation therapy technology
15. Environmental technology
16. Inhalation therapy.

The faculties were charged with the responsibility of carefully reviewing the appropriateness of current offerings and of exploring "the need for new courses and experiential offerings in professional education and other areas required for the degree."

Insofar as the Arts were concerned, the University felt under the necessity of responding to a dramatic increase in student interest and enrollment in all departments (Art, Dramatic Art, Music, and Radio, Television and Motion Pictures). In recognition of the fact that "a growing number of students are neither qualified nor interested in a professional degree but do manifest a substantial and substantive interest in the arts," it was proposed that some interdisciplinary courses be introduced into the curriculum and that ultimately an interdisciplinary major be provided "for those students showing the types of interests and abilities previously explicated." Such a program would be well suited to the non-professional who was as much concerned for the avocational values as for the vocational.

It was agreed that such a major could be established without adding materially to the cost and without additions to the sixty-eight full-time faculty currently employed in the Division by the University.

Another post-Institute feature at Chapel Hill (funded largely by the Institute) is the development of a course on the techniques of instruction for those graduate students who plan careers in undergraduate teaching. While this course was originally designed to serve primarily graduate students in the School of Education, it has now been redesigned to meet the needs of other professionals also who believe that teaching masteries are of paramount importance in the learning process. The faculties of several schools and departments, together with outside consultants, have combined their energies and resources in the development of a program which is expected to serve as a model for other institutions desiring to respond to similar needs. Experimental programmatic materials are in use for the first time this fall.

CHAPTER III

Workshops on Computer-Based Learning

Summer of 1973

The departure of John Satterfield shortly after the completion of the Cullowhee Institute necessitated a number of scheduling changes. Coming at a time when the complete restructure of higher education in North Carolina was taking effect (July 1972), Dr. Satterfield's loss was keenly felt. Personnel, both in the former Board of Higher Education and the General Administration of The University of North Carolina, were so heavily committed to transitional restructure duties, and so unfamiliar with Institute plans and procedures that had to that point been carried out by its director almost singlehandedly, that it seemed wise to interrupt the original time table. Unavoidably, carry-over responsibilities from the 1972 Institute had to be assumed by The University. Dr. John Corey, of the former Board of Higher Education staff, accepted these responsibilities, as a part of his new duties, until a successor to Dr. Satterfield could be named. Dr. J. Lem Stokes, II, former Associate Director of the Board of Higher Education, and Associate Vice President of The University in the new structure, was named director of the Institute in late November 1972.

It was clear that an immediate resumption of the original plans at this juncture -- namely, to operate a 1973 Institute with fifteen additional senior institutions in the state -- would place the program under the same constraints of insufficient time for planning experienced in 1972. Evaluators and participants alike had warned against a repetition of such an eventuality.

Fortunately, one of the agencies of The University, the North Carolina Educational Computing Service, had been seeking approval to launch a program on computer-based innovative teaching techniques. NCECS had already operated, over a four-year period, a series of two-day workshops designed to familiarize faculty and students with usage of supported curricular packages and approaches. The time had come for these workshops to be offered to greater numbers of faculty for longer periods of time. The Institute seemed to provide the appropriate vehicle through which the NCECS's objectives could best be attained. Staffing was available and leadership, in the person of Dr. Joseph Denk, was at hand for immediate action. After agreements were worked out with the head of NCECS, Mr. Lou Parker, Dr. Denk, working cooperatively with Dr. Stokes, began plans for the second year of the Institute which, while different in format and emphasis, were consonant with the original purposes of the Center for the Continuing Renewal of Higher Education.

Thus, emphasis for the second year of the Institute was placed upon course and curriculum development utilizing quantitative and computing techniques, evaluating current classroom usage of these techniques, and impacting North Carolina colleges and universities with data for planning computer facilities for supporting future activities.

The nine 1973 summer workshops, of approximately two weeks' duration each, brought together 242 people representing forty-two of the state's forty-five public and private senior institutions. During some six months of preparation, nine faculty committees, representing all sectors of the North Carolina senior institutions, joined a number of outside consultants, and the Institute staff, to design and coordinate the workshop programs. These persons also served as teachers, counselors, and technicians on the workshop faculties. Each of the nine workshops was held on a university campus equipped with computer facilities and was directed toward a particular subject: (1) Administrators and Computer Development, (2) Biology and Environmental Sciences, (3) Chemistry, (4) Business, (5) Economics, (6) Music Composition, (7) Political Science, (8) Psychology, and (9) Sociology.

The materials and approaches which provided the program content were from a variety of sources. A rich curricular library already existed in the network as a result of its previous activities, including participation in a national NSF experiment of transportability in which NCECS was involved. The teaching teams selected by the design committees added much to these materials and approaches.

Pre- and post-workshop evaluations, as well as materials evaluations, were made by the participants. The leaders also evaluated the programs. Classroom testing of the adopted curricular approaches and evaluations by students and faculty continue.

Initial results indicated adoption of techniques by over thirty-five percent of the participants, with others being added to the list periodically. The previous two-day network workshops had estimated an initial success of only fifteen percent. Ultimately, adoption of computer-based teaching techniques is expected to run well above seventy-five percent.

The 1973 IUCR produced formal recommendations including short- and long-range planning by the participants involved for facilities, personnel, and software requirements for North Carolina institutions. Additional suggestions for improved faculty training functions and cost-sharing centralization concepts for data bases and software were also generated.

Follow-up procedures have included workshops for the participants, campus visitations, classroom evaluations, and periodic reports. Formal evaluation of the entire 1973 Institute project was done by the Human Resources Research Organization (HumRRO) of Alexandria, Virginia. A 382 page report on this phase of the Institute for Undergraduate Curricular Reform was completed in early 1974 and was submitted to all appropriate Institute personnel and funding agencies. The detailed 1974 printed report, "Quantitative and Computing Techniques in the Undergraduate Curriculum," has made unnecessary repetitive descriptions in this document.

CHAPTER IV

The Appalachian State University Workshop, Boone

June 30 - July 12, 1974

PREPLANNING

In advance of the Boone workshop, the director visited all fifteen Cullowhee participant institutions, some repeatedly, beginning as early as November and December of 1972, for the purpose of securing status reports, arranging for additional services, and eliciting suggestions for ensuing Institute activities. The director also worked with the evaluators in setting up spring and fall campus visitations in 1973. Conferences were held with the evaluators during the year at Chapel Hill, Washington, and Albany, New York. Written evaluations and criticisms of the 1972 Institute by both participants and evaluators were carefully studied and subsequently used in planning and designing the 1974 Institute. Conferences bearing on innovation in higher education in various parts of the country, including the FIPSE conference in Washington, October 21 - 23, 1973, were attended and campuses with highly innovative programs were visited. These proved useful in identifying both issues and leadership potential.

The Cullowhee evaluations provided a consensus on several matters:

1. There should definitely be a 1974 Institute.
2. The general format of the 1972 Institute should be repeated in 1974, but with certain modifications.
    a. The workshop period should be reduced from three weeks to ten days or two weeks.
    b. Leadership personnel should be chosen earlier and should represent a greater range of innovation experiences. There should

be better representation from varying size institutions. Consultants should, for the most part, be other than those used in 1972, but the same evaluators should be reemployed, if possible. Blacks, women, and scientists should be included in the leadership roster.

c. There should be a scaling of participants, maintaining a level of five from the smaller institutions and a proportionately greater number from the larger ones. They should be sufficiently influential upon their campuses as to command respect for such innovative ideas and proposals as they might be called upon to make. Under no circumstances should participants be chosen simply because they are available. Student representatives should be chosen for their interest in curricular reform rather than upon the basis of campus popularity or availability.

d. Even though extra funds were available, it was recommended that paid expediters should not be used during the Institute and afterwards.

e. Institutional representatives should identify well in advance, if at all possible, priority curricular needs on their own campuses.

f. The Institute program, in terms of both leaders and themes, should address the curricular problems and needs identified by the participants. The program should reflect, also, the widest possible range of topics on innovation in higher education, accompanied by objective, non-coercive presentations.

g. Presentations of speakers should be so arranged as to allow much more time for discussion.

h. More time and better arrangements should be provided for social and recreational activities.

3. All institutions not participating in 1972 should be invited to take part in the 1974 Institute. Each campus should be visited by the director at the earliest possible date and commitments to participate should be based upon a thorough understanding of what is involved and expected.
4. Owing to depletion of funds as a result of heavy previous Institute expenditures, and in anticipation of larger institutional participation entailing greater workshop expenditures in 1974, additional sources of revenue should be sought.
5. Observers from outside the state, having been regarded somewhat as distractions in 1972, should be discouraged from attending.
6. Improvements should be made, if at all possible within budgetary constraints, in arrangements for such logistical items as housing, feeding, meeting places, secretarial services, and facilities for both written and spoken communications.
7. The director should be provided adequate assistance in personnel and finances.
8. A newsletter containing information pertinent to Institute activities should be published periodically and mailed to participants.

With these and other recommendations in mind, plans were made, more than a year in advance, to hold the 1974 workshop at the new Continuing Education Center, Appalachian State University, Boone, North Carolina. This Center, while inconvenient to airports, did provide answers to most of the criticisms noted earlier. Housing, meeting rooms, meals, adjunct services, climate, and other necessary ingredients were equal to those found anywhere, at prices that met budgetary constraints. The dates selected were June 30 - July 12, a two-week period, as recommended. The entire facility, consisting of rooms for housing and meetings, restaurants, and offices, was reserved for the occasion. Dr. Jack Carlton, with a background of teaching and administrative experience in a number of southern institutions, was employed by The University in September 1973 and assigned to the Institute as co-director.

President Friday addressed a letter to the chancellors and presidents of the thirty institutions on September 18, 1973 announcing plans for the 1974 Institute and outlining procedures for inclusion in the Institute activities.[14] The institutional heads were advised that each campus would be visited by the directors for the purpose of exploring with them and other key personnel the desires of the institutions relative to participation in the Institute. The visitations were carried out in the early fall of 1973. Favorable responses far exceeded expectations. Whatever reticence or reservations on the part of some colleges and universities had been observed in early 1972 were completely dissipated by late 1973. All thirty institutions that were non-participants at Cullowhee responded affirmatively to the invitations and indicated eagerness to send strong teams to Boone. At first it was felt that the participating campuses (larger by ten in numbers than originally estimated) and the necessary representatives (more than three times the numbers at Cullowhee) might be unmanageable, and that reductions in numbers of participants should be made. In the end, it was decided that, in keeping with the Institute's original commitment to serve all public and private senior institutions in the state, all applications should be honored. Accordingly, plans were immediately begun to provide the necessary adjustments in program and budget.

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[14] See Appendix F for copy of letter.

It was decided, further, that there would be no reduction in the planned sizes of teams, ranging from a minimum of five for the smaller campuses to a maximum of eleven for the largest campus (N. C. State University).

As in 1972, each team was asked to develop one or more curriculum renewal projects on which to focus its attention at Boone. Early identification of these projects was urged to enable the directors to provide the types of consultants and services at Boone most likely to speak to the needs indicated. Meanwhile, the services of the directors and other University personnel and resources were pledged to assist institutions in project developments, should these be desired.[15]

Early in the planning stage efforts were made to secure funding beyond that originally committed. Assurances were received from the Z. Smith Reynolds Foundation indicating that full anticipated support could be expected ($50,000 for each of the three years). A grant of $49,000 was approved by the Fund for the Improvement of Postsecondary Education. The Mary Reynolds Babcock Foundation added a grant of $25,000 to a similar allocation made in 1972. The Smith Richardson Foundation increased its original pledge from $15,000 to $20,000. By assuming the salaries, office expenses, and travel allowances of the co-directors, The University of North Carolina made an additional major contribution to the Institute.

While the National Endowment for the Humanities found it impossible to provide funds beyond its original grant of $225,000, permission was secured (as also later from FIPSE) to extend the time period to be covered, so as to assure maximum benefits for the Institute and its workshop at Boone.[16] The NEH grant was extended to September 30, 1974, and the FIPSE grant to June 30, 1975.

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[15] See Appendix G for December 5, 1973 memorandum on pre-Institute steps to be taken.

On January 15, 17, and 18, 1974, six regional meetings for briefing purposes were held in various sections of the state.[17] Campus visitations (a minimum of two to each campus), were also arranged in order to encourage project development, to deliver recommended reading materials, to update participants on evolving plans for Boone, and to solicit suggestions for optimizing the workshop experience. An *Ad Hoc* Committee, made up of team leaders from representative institutions, was set up and assisted the directors in all Institute plans. This committee consisted of:

Dr. Donald E. Bailey, Dean of the General College, East Carolina University;

Dr. John M. Bevan, Vice President for Academic Affairs, Davidson College;

Dr. Virginia Bryan, Assistant Dean of Trinity College, Duke University;

Dr. Edward St. Clair, Department of Religious Studies, the University of North Carolina at Charlotte;

Dr. Harvey Durham, Associate Vice Chancellor for Academic Affairs, Appalachian State University;

Dr. Richard Hoffman, Department of Administration, Mars Hill College;

Dr. Anne T. Moore, Professor of History, Campbell College;

Dr. Cecil L. Patterson, Dean of the Undergraduate School, North Carolina Central University;

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[16] A detailed accounting appears in the chapter on Budget.

[17] See Appendix G.

Dr. Clyde Robertson, Division of Natural Sciences, Pfeiffer College; and

Dr. Nash Winstead, Provost and Vice Chancellor (alternating with Dr. Murray Downs, Assistant Provost), North Carolina State University.

Gradually, the workshop program itself began to evolve. Invitations were extended to more than fifty persons in higher education from all sections of the country to make major presentations at Boone. With very few exceptions, mostly due to scheduling conflicts, all first choices responded affirmatively.[18] Concurrently, commitments were secured from other leadership personnel to assist with additional features of the workshop.[18]

Visits were made to Boone periodically to make sure that all logistical problems associated with the workshop were resolved. Telephone calls were made daily -- in rare instances, hourly -- to resolve concerns that might have been previously overlooked. Tabulations from questionnaires on such matters as institutional project selections and the status of the colleges and universities respecting innovative curricular features were prepared and distributed.

With the selection of a team from Syracuse University's Center for Instructional Development to serve as an integrating force for the first week's activities at Boone, two visits were made to Syracuse (one by each director) to confer with team members for the purpose of outlining the program, arranging for publications, and identifying facilities and media needs. Finally, a briefing conference for representatives was held at Chapel Hill on April 18, 1974.

This conference introduced members of the team from Syracuse

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[18] See Appendix H for identification of these and all Institute speakers, consultants, and staff.

University, headed by Dr. Robert Diamond. In addition to providing a foretaste of what might be expected at Boone, it gave the Syracuse team and the Institute directors opportunity to: (1) distribute literature considered essential to the success of the workshop; (2) answer questions relative to program, finances, and housekeeping details; and (3) discuss overall objectives of the Institute and evaluation procedures.

A staff conference was held in Chapel Hill on May 29 and 30, 1974 to work on final programmatic details. Evaluators John Haines and Charles Meinert attended the conference and outlined their roles as Institute leaders. In attendance also was Ms. Jane Lichtman of NEXUS, the new service on curricular innovations provided by the American Association of Higher Education in Washington under a grant from the Fund for the Improvement of Postsecondary Education. Ms. Lichtman explained how a new Institute feature utilizing conference calls (set up by the evaluators) would work at Boone.

Beginning in January 1974 and continuing monthly throughout the planning period, an Institute Newsletter designed to assist participants was mailed to all campuses, to Institute leaders, and to several hundred interested persons throughout the country. This Newsletter brought together information about curricular changes in other parts of the nation, gave suggestions for reading and study, and provided a running account of planning details associated with the Boone workshop. The Newsletter has been published at intervals since the Boone workshop, as a useful follow-up device.

Draft copies of the program, registration procedures, floor plans of the Center, room assignments for housing and team meetings, and other pertinent data were mailed to all representatives, speakers, consultants, and staff on May 30, 1974, one month in advance of the Boone workshop. At this time also the Center was advised about such details as conference and assembly room use, seating arrangements for all sessions, media needs, duplicating services desired, menus, and transportation assistance needed.

Throughout the entire planning period, the utmost cooperation and encouragement were given by President Friday, Vice President Dawson, and other General Administration personnel.

THE BOONE WORKSHOP

The Boone phase of the Institute for Undergraduate Curricular Reform was opened with registration on Sunday afternoon, June 30, 1974 and was followed by a social hour and a banquet that evening for institutional representatives, special guests, and staff -- a complement of approximately 250 persons. The principal address was delivered by Dr. Ronald Berman, Chairman, National Endowment for the Humanities. Dr. Berman also participated earlier in the day in a telecast in Charlotte arranged with the assistance of Mr. Ken Sanford of the University of North Carolina at Charlotte. Other publicity for the Institute came through Ms. Nancy Brachey of the Charlotte Observer, who spent some time at Boone during the workshop.

In his opening remarks, Dr. Berman stressed the importance of "good innovation" which separates "change that is really needed from change that is merely wanted." He reminded the group as they approached their tasks of examining new ideas that "no reform -- whether in the direction of tradition or experiment -- can succeed without excellence as its essential ingredient." While warning against precipitate dismantling of proven curricular programs in favor of unproven innovations, he commended President Friday and The University for bringing together a strong complement of faculties who were interested in exploring and testing new ideas and practices for improving the learning experiences of students.

Brief remarks were made by Dr. Cratis Williams of the host institution for the workshop, Appalachian State University; Dr. Virginia B. Smith, Director, Fund for the Improvement of Postsecondary Education; Mr. G. C. Eichhorn, Administrative Vice President, Smith Richardson Foundation; Dr. Dale Gramley, Executive Director, Z. Smith Reynolds Foundation; and Dr. Raymond Dawson, Vice President for Academic Affairs, The University of North Carolina, representing President William Friday. Dr. William Archie, then Executive Director, Mary Reynolds Babcock Foundation, was unavoidably detained.

With minor substitutions and last minute changes, all persons were present or accounted for. St. Andrews Presbyterian College became the only drop-out when it was determined that curriculum revisions peculiar to this campus had to be made prior to the Boone experience. With the full energies and time of the campus personnel devoted to its own project, Institute participation was precluded. St. Andrews had, however, been a key participant in the 1973 Institute. The loss of St. Andrews in 1974 reduced to twenty-nine the number of new participant colleges and universities at Boone. The North Carolina School of the Arts became, at its own expense, the thirtieth participant and the only carry-over from Cullowhee. The total number of official representatives was 172. Table II gives some indication of institutional diversities and curricular interests.

Total enrollments at the campuses, for the year 1973-1974, was 88,371. Ten institutions were public and nineteen were private. Seven were predominently black and four were for women only. Proposed curriculum projects included:

1. Revision of general education requirements.

TABLE II

Name	Enroll-ment	Pub-lic	Pri-vate	Black	Women Only	Assigned Number of Participants	Proposed Major Projects
Appalachian State U.	7,545	X				8	Non-traditional learning, Center for instructional develop.
Atlantic Christian C.	1,721		X			5	General education, Interdisciplinary, Faculty development
Barber Scotia C.	456		X	X		5	Techniques for improved instruction, Environmental studies
Belmont Abbey C.	622		X			5	Honors program, Adult education
Bennett C.	537		X	X	X	5	Improved use of learning center
Catawba C.	1,147		X			5	Humanities study, Adult education
Duke U.	9,043		X			8	Improve academic & career counseling, Advising
East Carolina U.	10,068	X				9	General education, Aids for marginal students, Curriculum reform in mathematics & English
Elizabeth City State U.	1,146	X		X		5	General education revisions, Aids to students
Fayetteville State U.	1,790	X		X		6	Curriculum evaluation
Gardner Webb C.	1,525		X			5	Study core curriculum, Innovations
Guilford C.	1,581		X			5	Curriculum revisions, Adult education, Interdisciplinary approach to environmental problems, Faculty development
High Point C.	1,020		X			5	Curriculum study, Interdisciplinary possibilities
Lenoir Rhyne C.	1,366		X			5	Evaluation of core curriculum, Cost effective teach. changes
Livingstone C.	750		X	X		5	Meet needs of disadvantaged students, minicourses
Meredith C.	1,357		X		X	5	Career education within liberal arts structure
Methodist C.	631		X			5	Curriculum revisions, Non-traditional instruction
North Carolina State U.	14,257	X				11	Revisions in introductory courses, Calculus, Life sciences, Innovative teaching
Pfeiffer C.	1,037		X			5	Internships, Competency-based learning, External degree
Queens C.	633		X		X	5	Interdisciplinary studies to satisfy general requirements
Sacred Heart C.	175		X		X	5	Competency-based education through interdisciplinary courses
St. Augustine's C.	1,442		X	X		5	Improve teaching for disadvantaged, Revise general education requirements
UNC-Charlotte	6,123	X				7	Improve services for urban area by redesigning curricula
UNC-Greensboro	7,856	X				8	Innovative classroom techniques, Assess effectiveness of recent changes
UNC-Wilmington	2,542	X				6	Curriculum review, Multidisciplinary studies, Strategies for change
Wake Forest U.	4,116		X			7	Modular and minicourses in new calendar, Emphasis on English
Warren Wilson C.	388		X			5	Redesign curriculum and calendar
Western Carolina U.	5,844	X				7	Curriculum and calendar changes, Modular instruction, Faculty development
Winston-Salem State U.	1,653	X		X		5	Improve teaching of disadvantaged by curriculum revision, Improved instruction
TOTALS	88,371	10	19	7	4	172	

2. Development of interdisciplinary courses.
3. Improvement of counseling and advising services.
4. Use of:
    a. Revised calendar,
    b. Modular courses,
    c. Minicourses,
    d. Multimedia.
5. Development of courses and programs for off-campus students.
6. Examination of:
    a. New grading techniques,
    b. External degree,
    c. Time-shortened degree,
    d. Experiential learning,
    e. Internships,
    f. Individualized study.
7. Study of means to improve services to local communities.
8. Improvement of instruction for:
    a. Disadvantaged and marginal students,
    b. Freshmen,
    c. Honor students.
9. Development of strategies for change.

An examination of the Boone program will indicate the extent to which these and other curricular concerns were included on the agenda during the two weeks.[19] The format during the first four-and-a-half days called for strong emphasis upon instructional development, beginning on Monday morning with a major presentation by Dr. Diamond to the entire group. Thereafter, representatives were broken down into small study groups. Team members from Syracuse University's Center for Instructional Development (eight in all), augmented by other consultants, provided optional seminars for administrators, campus developers, evaluators, and students.[20] In focusing upon procedures for developing new campus programs and teaching techniques, seminar themes included:

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[19] See Appendix I for the complete program.

1. role of the evaluator,
2. role of the developer,
3. organization and staffing,
4. use and misuse of objectives,
5. evaluating instruction,
6. faculty rating scales,
7. independent learning facilities,
8. administrative perceptions,
9. measuring attitudes,
10. media selection,
11. evaluating academic performance,
12. techniques of course design,
13. project generation and selection, and
14. a variety of case studies in a number of different disciplines.

Seminars were repeated upon request of institutional teams or by individuals from several teams. The Institute staff served as a clearinghouse for all such special requests. Not surprisingly, all members of the Syracuse team and the additional consultants experienced an over-demand for their time.

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[20] See Appendix H.

This pattern prevailed throughout the two weeks with all Institute leaders. It was apparent from the beginning that campus representatives had come prepared to work, whatever the demands upon their time and energies. In the process, they chose to take full advantage of the expertise available from the professionals who had been scheduled from day to day.

A principal feature on Wednesday evening, July 3, was a brief presentation on team projects and progress by each team leader. On the next day the representatives heard from a number of persons who had taken part in the Cullowhee workshop about results two years later. The Davidson, Mars Hill, and Pembroke success stories were especially impressive.

A theme which ran concurrently (and harmoniously) with the Syracuse emphasis was Evaluating Academic Performance. Dr. John Centra, Educational Testing Service, Princeton, New Jersey, and Dr. Richard Miller, Illinois Board of Higher Education, Springfield, Illinois, both with wide experience and publications to their credit, gave major addresses and worked for several days in the optional seminars.

Near the end of the first week three spokesmen from the Southeast -- Dr. John Harris, then of Florida State University, Dr. Ohmer Milton, University of Tennessee, and Dr. John Noonan, Virginia Commonwealth University -- gave insights into instructional development in the region. These consultants, too, served both seminar groups and individuals by appointment.

Dr. Joseph Denk, who directed the 1973 Institute on computer-based learning, headed a team of nine persons from in-state universities in a presentation covering computer usage in instructional reform. Some of the results reported by Dr. Denk in his January 1974 publication, as well as later developments, were highlighted by the team. Among the most significant accomplishments described was the training of many department heads in computer usage whose prior education had not included this experience.

Because North Carolina was considered to have more institutions working with disadvantaged students than any other state in the Union, a special effort was made by the Institute to bring to Boone persons who had had notable success in learning programs designed especially for the disadvantaged. Dr. William Boyd, Executive Director of the Educational Policy Center, City University of New York; Dean Clarence Shelley, University of Illinois; Dean Jeanne Trubey, Macomb County Community College, Detroit; and Mrs. Emma Cleveland, Miles College, Birmingham -- all experienced in dealing with disadvantaged students -- joined experienced representatives from within the state. Participants from all institutions found this feature important for developing improved programs and methods of study on their campuses. The problems of meeting the needs of black students at predominently white institutions were of special concern. Specific suggestions were later to be implemented on a number of campuses.

The Board of Education in September of 1972 approved standards and guidelines for competency-based certification of teachers in North Carolina. The major stimulus for the new approach came from the ranks of teachers in the field and professional educators who were not content with conventional and traditional methods of training. Without eliminating the fundamentals of prior certification requirements, which included sound academic training in the basic subject matter fields, the new approach was designed to provide greater institutional flexibility in the development of programs for the attainment of common competency goals. Faced with this new responsibility, opportunity, and challenge in North Carolina, it was decided that the Institute could and should have a significant role in defining and illustrating competency-based programs.

Dr. J. P. Freeman of the North Carolina Department of Public Instruction, then, spoke on the history of the development of competency-based education in the state and of the implications of the new regulations for North Carolina institutions. Examples of innovative programs in competency-based teacher education in other southern states were presented by Dr. Wilford Weber, University of Houston; Dr. William Drummond, University of Florida; and Dr. Gilbert Shearron, University of Georgia. Dr. Robert Knott and several associates gave an overview of the unique institution-wide competency-based program at Mars Hill College. All of the consultants met with seminar groups for further elaboration of their several programs.

The next major theme of the workshop was experiential learning. Mr. Robert Sigmon, then Director of the North Carolina Internship Office, set the stage for presentations by Dr. John Duley, Michigan State University, on a cross-cultural field experience model; Dr. John Stephenson, University of Kentucky, on that institution's plan for experiential education; Dr. Frank van Aalst, St. Mary's College, Maryland, on faculty involvement in the development and use of an academic credit model for experiential learning; Mrs. Mae Hamilton Nash, Bennett College, on cooperative education and a career placement office model; and Dr. Matt Williamson, Appalachian State University, on brokering experiential education opportunities for students. Emphasis throughout was placed upon credentialing experiential learning, so that acquired experiences in appropriate areas might apply toward graduation. The focus was upon non-traditional internships and work experiences.

The final theme of the Institute was on the external degree and extended academic programs. Several models were presented. Dr. Virginia Lester described the Empire State College program, Dr. Jessie Hartline outlined the open university program at Rutgers University, and Dr. Durward Long spoke of the extended degree programs of the University of California.

It was not anticipated that North Carolina was ready to set up programs as advanced as some in other parts of the country, e.g., New York's Empire State College, but it was felt that some of the techniques employed for reaching students who were no longer able or willing to come to the campuses for a formal education should be explored. There was consensus that many, if not most, institutions in the state could and should employ existing offices, personnel, and facilities for reaching larger segments of the adult population. It was concluded that North Carolina, with one of the lowest per capita college-going rates in the nation, should take advantage of additional models for reaching the unreached.

In addition to the foregoing programmatic features in the Institute conference calls, arranged by the evaluators in cooperation with NEXUS in Washington, provided access to consultants and ideas beyond those available at the Institute. An average of approximately twenty persons attended the conference call sessions each day. At relatively low cost to the Institute, participants joined in conversational exchanges with such varied educators as:

Dr. Michael Denny of Daniel Yankelovich, Incorporated, on Changing Youth Values;

President Norbert Hruby, Acquinas College, on Programs for Adult Women;

Dr. J. B. Lon Hefferlin, Jossey-Bass, Incorporated (a leader in the 1972 Institute), on Strategies for Change;

Dr. Russ Lauper, C. W. Post Center, on the Weekend College;

Dr. Craig Wasserman, American University, on Peer Counseling;

Dr. Jerry Gaff, California State College, Sonoma (a leader in the 1972 Institute), on California Teaching;

Mr. Bud Warren, Educational Testing Service, on Grading;

Mr. Layton Olson, National Student Educational Fund, on Student Participation in Educational Policy; and

Dr. Carrie Lindberg, New York State Education Department, on External Degree in Nursing.

Wrap-up sessions near the end of the workshop included an address by Dr. William R. O'Connell on activities of the Southern Regional Education Board in educational reform, and reports by the participant teams on progress to date. Announcements were made by the directors about the availability of limited Institute funds to support subsequent reform activities on the campuses and possible further state-wide weekend workshops on specialized themes.

Reference already has been made to the large number of outside speakers and consultants brought in to give leadership to the Institute. These were augmented by a dozen staff persons from Chapel Hill and the vicinity who performed many behind-the-scenes as well as visible services for the Institute.[21] Among those deserving special mention are Dr. Harold Delaney, then Vice President for Student Services and Special Programs, The University of North Carolina; Dr. Walton Jones, Associate Vice President for Research and Public Service Programs, The University of North Carolina; Dr. Anne T. Moore, Professor of History, Campbell College; Dr. Frank Stritter, Assistant Professor of Higher Education and Medical Education, the University of North Carolina at Chapel Hill; Dr. Robert Williams, Associate Vice

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[21] See Appendix H.

President for Academic Affairs, The University of North Carolina; and Mr. Edward M. Nicholson, doctoral candidate in Higher Education, the University of North Carolina at Chapel Hill.

While the Institute sessions at Boone were working sessions, as the full calendar clearly shows, many participants found time to squeeze in recreational activities on the tennis courts reserved by the University for their exclusive use, on nearby golf courses made available by pre-arrangement, and in other features appropriate to a resort area. One full evening (July 4) was devoted to a picnic for the group which was expanded to include families of representatives. The University further provided physical education equipment used in informal sports.

Mention also should be made of valuable interchanges provided by unscheduled conversations in dining areas, hotel rooms, and on brief automobile excursions. These informal features, away from office telephones and other normal distractions, may have, for some participants, proved most valuable of all.

Finally, contributing to the smooth operation of the Institute were the daily meetings at 8:30 a.m. of team leaders with the directors, evaluators, and staff. These meetings were used to: (1) announce any schedule changes, (2) hear and resolve problems and conflicts, (3) improve communications and relationships, (4) receive suggestions for programmatic and other changes, and (5) establish and maintain close working relationships.

EVALUATIONS OF THE BOONE WORKSHOP

While letters of commendation -- usually, in a polite society, following undertakings of the magnitude of the Institute -- are not to be taken as evaluations, they do provide an aura of satisfaction for persons who have expended time and energies on the project itself. Among the many communications received by President Friday and the Institute directors, one letter (from Duke University) brings together so concisely the sentiments of many that it is included in this report.[22]

Following the conclusion of the Boone workshop Dr. John Haines and Dr. Charles Meinert began preparation of an evaluation report. A draft of this report was presented to the Institute's Ad Hoc Advisory Committee on January 15, 1975. Suggestions for additions and minor changes were made by the Committee and a final report was subsequently submitted by the evaluators.[23]

The report commends the General Administration of The University of North Carolina on:

1. the assignment of sufficient staff personnel to carry out the 1974 Institute plans;
2. the careful process by which potential participant institutions were visited, briefed, and selected;
3. the development of a comprehensive, yet balanced, program on curricular reform;
4. choice of Boone and the excellent facilities of Appalachian's Center for Continuing Education as the Institute site; and
5. provision of funds supplementing outside grants to assure success of the project.

Respecting the program itself, the evaluators stressed the

1. value of the format which began with an integrated segment under the direction of the team from Syracuse University and moved on

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[22] See Appendix J for letter from Dr. Virginia Bryan and the Duke team.

[23] See Appendix K.

to a diversity of presentations on timely innovation themes;

2. quality of the speakers and subjects;
3. balance among
   a. general sessions,
   b. seminars,
   c. conferences, and
   d. individual team workshops; and
4. use of conference calls, in cooperation with NEXUS, to benefit from the experiences of consultants and topics not available at the Institute.

Summarizing their reactions, the evaluators stated that "the Institute organizers showed great energy, imagination, and flexibility in planning and conducting a program that would meet the diverse needs of thirty colleges. The general caliber of the consultants was excellent and the logistical arrangements outstanding. Participants although occasionally expressing concern over the pace of the Institute activities and the mass of information, responded very well to the 1974 Institute. The evaluation interviews conducted in the final days of the Institute indicated no major criticisms. To what extent the positive attitude and enthusiasms of those attending the Institute have [been] or will be translated into changes and improvements on their respective campuses [cannot be judged] at this time. Follow-up assessment activities will be needed as a basis for this important judgment and in addition as a means of maintaining or stimulating interest on the individual campus for change."

POST-INSTITUTE ACTIVITIES

Experience from the Cullowhee workshop indicated that curricular reforms are not likely to occur overnight. Even the best plans and persons who have expended time and energies on the project itself. Among the many communications received by President Friday and the Institute directors, one letter (from Duke University) brings together so concisely the sentiments of many that it is included in this report.[22]

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[23] See Appendix K.

TABLE III

Institution	Project	Funding
Appalachian State U.	Establishment of a Center for Instructional Development	$1,500.00
Atlantic Christian C.	Development of general philosophy for curricular reform, Development of freshman English core	*
Barber Scotia C.	Develop multi-disciplinary course in Environmental Science; Develop self-instructional materials	*
Belmont Abbey C.	Honors program, Military personnel program "Bootstrap," Program for mature women returning for degree, Revision of freshman English	500.00
Bennett C.	+	
Campbell C.	New interdisciplinary core, Experiential learning format, Advanced placement, Interdisciplinary major format	400.00
Catawba C.	Continuing education and non-traditional study	*
Davidson C.	"Plunge" program, Extern program, "Jamaica" program	2,000.00
Duke U.	Faculty development, Advising center, Evaluation of advising, New approaches to advising	900.00
East Carolina U.	Experimental admissions program	2,000.00
Elizabeth City State U.	Computer-assisted instruction, Interdisciplinary studies	°
Elon C.	+	
Fayetteville State U.	Revise general education program with special emphasis on mathematics and English	°
Gardner-Webb C.	Revise teacher education block, Examine liberal arts core	450.00
Greensboro C.	Reduction of curriculum	2,000.00
Guilford C.	Interdisciplinary approach to environmental problems	2,000.00
High Point C.	Peer counseling, Student advising, Interdisciplinary studies, Revision of freshman English program	150.00
Johnson C. Smith U.	+	
Lenoir Rhyne C.	Revision of general education requirements	2,000.00
Livingstone C.	+	
Mars Hill C.	Competency-based curriculum, Faculty development	2,000.00
Meredith C.	Examination of academic and career advising, Course restructure, Revision of general education requirements	1,000.00
Methodist C.	Complete revision of freshman English courses (pilot for potential revision of history, mathematics, and religion)	250.00
North Carolina Agricultural & Technical State U.	Advanced placement, Learning laboratories, Honors programs, Faculty evaluation, Internships, Curricular program evaluation	1,200.00
North Carolina Central U.	Interdisciplinary courses, Individualized instruction, Improve orientation and advising, Improve faculty evaluation and rewards, Flexible grading system, Improve learning environment	500.00

TABLE III (Continued)

Institution	Project	Funding
North Carolina School of the Arts	"Three-Track" curriculum (i.e., traditional, interdisciplinary, and independent studies)	600.00
North Carolina State U.	Establish a Center for Instructional Development, Modular approach to calculus, Evaluation of School of Agricultural and Life Sciences curriculum, Innovative teaching in small classes in agriculture	600.00
North Carolina Wesleyan C.	+	
Pembroke State U.	+	
Pfeiffer C.	Bachelor of public administration, Competency-based and experiential learning, Interdisciplinary major in the humanities	1,200.00
Queens C.	Interdisciplinary course on women, Degree program specifically for women	1,000.00
Sacred Heart C.	Competency-based approach to education, Development of a Center for Instructional Development	1,000.00
St. Andrews Presbyterian C.	+	
St. Augustine's C.	Freshman studies program	2,000.00
Salem C.	[Joint proposal with Wake Forest University]	
Shaw U.	Revision of freshman general education core	*
UNC-Asheville	Program development in computer-based instruction	2,000.00
UNC-Chapel Hill	Re-development of course (EDCI 265) in college teaching	2,893.00
UNC-Charlotte	Development of an "Urban Thrust" in every department of the institution	2,000.00
UNC-Greensboro	Establishment of Honors College	1,200.00
UNC-Wilmington	Establishment of an instructional research and development program with service available to area campuses	2,000.00
Wake Forest U.	Faculty development, Peer counseling, Revision of freshman English program [Joint proposal with Salem College]	1,500.00
Warren Wilson C.	Faculty development, Experiential learning, Advising, Teacher education, Curriculum design	1,100.00
Western Carolina U.	Materials resource center, Shortwave direct-contact system in language, Research in faculty upgrading	°
Winston-Salem State U.	Curriculum revision, Competency-based instruction, Effective use of faculty, Reduce Attrition rate, Freshman English program	900.00
*+Continuing Education for Nursing	Study of articulation in nursing education in North Carolina	2,000.00
	TOTAL	$40,843.00

* Request for funds to be submitted later.

+ Proposal and request for funds to be submitted later.

° Further study of proposal required prior to funding.

*+ In cooperation with all public and private schools of nursing in North Carolina.

partially in response to such a conviction, usually sensed but unspoken, that remainder Institute funds were set aside for local projects.

In fairness, it should be pointed out that there were other spokesmen on other campuses who felt that nothing much in the way of curricular reform would have even begun without the "evangelizing" effect of the Institute workshops and all that accompanied them. The paucity of significant curricular reform activities on most North Carolina campuses prior to the Institute lends some credence to this observation.

THE CHARLOTTE WORKSHOP, MARCH 21 - 23, 1975

During the fall of 1974 all senior institutions in the state were polled in order to determine which curricular interests should receive further emphasis. Responses indicated that faculty development and instructional improvement headed the list of concerns. Close behind was an interest in evaluating experiential learning. On the basis of the questionnaire results, the Institute's Ad Hoc Committee recommended that a weekend workshop for all institutions be held at Queens College, Charlotte, on March 21 - 23, 1975.

All forty-five senior colleges and universities in the state were asked to nominate up to ten administrators, faculty, and students for participation. Forty-three institutions nominated over 300 persons, a larger number than could be given overnight accommodations at Queens. Rather than cut back on the numbers and disappoint the teams wishing to attend, additional housing was found at nearby Sacred Heart College, and plans moved forward for the largest conference ever on innovation in higher education in North Carolina.

A total of fourteen principal speakers joined nearly thirty local seminar leaders in a program that presented every phase of the chosen themes.[24] Speakers at the opening banquet on Friday night were:

Dr. Craig K. Comstock, The Wright Institute, Berkeley, California, principal author of the Change magazine publication Faculty Development in a Time of Retrenchment, using the topic "Developmental Stage Fright"; and

Dr. Albert M. Serling, Director of the Office of Program Review and Assessment, Empire State College, Saratoga Springs, New York, and past Director of the CLEP Program, Educational Testing Service, using the topic "Recognizing Experiential Learning."

The Friday evening addresses spoke to the two conference themes, Faculty Development and Experiential Learning.

On Saturday morning a panel on Faculty Development presented speakers on a series of topics:

1. Dr. John M. Bevan, then Vice President for Academic Affairs, Davidson College, "Apropos of Faculty Development."
2. Dr. William H. Baskin, III, North Carolina School of the Arts, "Faculty Development as a Dimension in Curriculum Design and Incentive-Rewards."
3. Dr. Jack K. Carlton, General Administration, The University of North Carolina, "Faculty Development and Curriculum Improvement."
4. Dr. Craig K. Comstock, continuation of Friday night theme and resource person.
5. Dr. John R. Haines, Director, Higher Education Management Services, The University of the State of New York, Albany, "Recent Developments in Faculty Evaluation."

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[24] See Appendix L for copy of the complete program.

The Saturday afternoon panel on Experiential Learning highlighted:

1. Dr. John Sullivan, American Council on Education, Washington, "Academic Recognition for Non-Collegiate Sponsored Learning."
2. Dr. Edward L. Angus, Mars Hill College, "The Urgency for Evaluation in Experiential Education."
3. Dr. Charles Meinert, Bureau of College Evaluation, State Education Department, Albany, New York, "A Dozen Guidelines for Experiential Learning Programs."
4. Dr. Albert M. Serling, continuation of Friday night theme and resource person.
5. Dr. Edward A. Tulis, Center Director, Antioch College, Columbia, Maryland, "Life Experience Credit: A Two-Year Review and Evaluation."

Both morning and afternoon sessions were followed by fifteen group discussion meetings, with approximately twenty persons to the group, providing full opportunity for individual participation.

Dr. John Satterfield, original director of the Institute, now President of Wagner College, Staten Island, New York, by special invitation returned to North Carolina to give an address on Saturday night on the topic "From Self-Examination to Self-Respect: Purposes Served by Faculty Evaluation and Development for Curricular Renewal."

On Sunday morning, following a brief devotional message by the Institute director, Dr. J. Lem Stokes, II, there was a final session on the theme, "Innovation and Accreditation." Dr. Grover Andrews, Associate Executive Secretary, Southern Association of Colleges and Schools, Atlanta, gave the principal address on the subject, "Evaluation of Experiential Learning." While recognizing desirable trends in educational innovation espoused by the several speakers at the workshop, Dr. Andrews urged caution in moving toward too radical changes in curriculum development. He recognized the flexibilities provided by the Southern Association's new Standard Nine provisions, but underscored the safeguards to quality education written into those provisions. He pointed out that the Association was sympathetic with, and gave encouragement to, curricular reform and concluded that accreditation of new programs, soundly conceived and adequately funded, should experience no difficulty.

Dr. Norman D. Anderson, Professor of Mathematics and Science Education, North Carolina State University, brought the conference to a close with a stimulating analysis of speakers and topics together with an overall evaluation of the workshop. As a follow-up device on formal Institute-sponsored activities, the consensus appeared favorable to the type of experiences provided at Charlotte. Suggestions for further conferences on other topics were passed along to the director and The University.

EVALUATIONS AND PROGRESS REPORTS

In March, May, and June 1975, evaluation visits were made to all forty-five colleges and universities that participated in the Institute for Undergraduate Curricular Reform. Dr. John Satterfield and the Institute director joined Dr. Haines and Dr. Meinert in the campus visitations and in administering the evaluation instrument.[25]

Insofar as the Boone participants were concerned, the evaluators recognized the relatively short period of time for development and implementation of innovative curricular proposals. In some instances work was at a virtual stand-still, while in others, to the surprise of the evaluators, much progress had been made.

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[25] See Appendix E.

The following pages constitute an institution-by-institution report. It should be noted that institutions where reforms have taken place were not always sure that the Institute itself had any direct role in the outcomes. For its part, the Institute is not so much concerned about receiving credit as in reporting progress. The University believes that the very existence of the Institute and its emphases for nearly four years has provided at least some impact upon curricular reform. Arriving upon the scene at a time when curricular changes were in vogue throughout the country, the Institute for Undergraduate Curricular Reform attempted to serve as a positive stimulus toward reexamination of curricular offerings on North Carolina campuses. Some of the changes have taken place without, or with negligible, Institute input, while others have undoubtedly been inspired by Institute-funded and Institute-designed activities.

1. Appalachian State University, Boone

Even before the Institute, Appalachian was one of the public institutions dedicated to curricular reform. With the help of grants from the Ford Foundation and other agencies general education requirements were reviewed and revised so as to provide greater flexibility and a wider range of choices for students.

Time has been spent during the year in converting existing courses to the new semester system rather than in the development of new courses or new degree programs. In some instances the semester courses will be divided into modules, providing variable credit. A general studies program in which students share in the design of the major was instituted in 1972.

Provisions for time-shortened graduation were provided several years ago through early admissions, giving credit for the freshman year while the student is still in high school, and allowing qualified high school graduates to enter as sophomores.

An unusual innovation is the recent authorization to appoint new faculty to interdisciplinary rather than departmental positions, where appropriate.

Appalachian has given top priority to the development of a Center for Instructional Development. The Syracuse University model has been much discussed and emulated in reaching conclusions. At the workshop in Boone, in a later conference on campus with Dr. Robert Diamond and others (partially supported by the Institute), and in scheduled visits to Syracuse University, ideas for the proposed new Center have developed. The Center, as presently conceived, will involve a team of individuals in:

1. instructional development;
2. evaluation; and
3. designing media support services.

Much emphasis will be placed upon individualized instruction involving:

1. flexible time frames;
2. remedial sequences and unit exemptions;
3. content options;
4. alternate forms and flexible times for evaluation;
5. a choice in location; and
6. alternate forms of instruction.

Chancellor Herbert Wey's recent visits to campuses at home and abroad, under a special grant, are expected to bring to the campus additional insights and incentives for future curricular planning.

2. Atlantic Christian College, Wilson

The initial impact of the Institute was noted by President Arthur

Wenger in a letter, dated September 27, 1974: "It would be impossible to convey to you the excitement which has been engendered here on our campus through a day-long report made to the faculty and staff last Saturday, September 21, by the team from Atlantic Christian College which attended last summer's Institute for Undergraduate Curricular Reform in Boone. Our team has really been set on fire as the result of its experience and communicated a great deal of that to our entire college community through its report." This encounter helped to initiate a number of activities on the campus later on.

In general education all requirements have been examined and new programs have been developed in physical education and mathematics. In English, mathematics, and social science requirements have been liberalized. Some flexibility in course choices has also been provided.

An external degree program, available in most disciplines, has been instituted with (1) credit granted by examination in lieu of some course work, (2) use of directed independent study, and (3) periodic student-professor conferences.

Credit options include (1) credit by examination, (2) some credit for courses taken in high school, and (3) credit for college courses taken prior to high school graduation.

Modular and minicourses, especially for freshmen, are in process of development, and new teaching techniques are being studied. Some efforts have been made to evaluate and improve instruction. Also consultants have been employed to assist with the development of proposed further curricular changes.

3. Barber Scotia College, Concord

This small, predominently black institution, in the process of losing financial support from its sponsoring denominational agency, has been struggling for existence. The team originally scheduled to go to Boone withdrew at the last moment and substitutes were designated.

Preoccupations with institutional problems and teaching overloads, before and after Boone, have prevented concentration upon curricular changes. Some work has been done to develop self-paced learning in the sciences and an environmental science course. These and other limited activities have been supported by a three-year NSF grant for improvement of the science curriculum.

4. Belmont Abbey College, Belmont

A number of curricular changes were made just prior to the 1974 Institute, bringing greater flexibility in course choices. A recent development has been the use of modules in the sciences and the creation of three two-hour minicourses in the institution's new Re-entry Program. Credit for work experience, under a carefully supervised plan, goes into effect this year. Not directly attributable to the Institute, but in keeping with its philosophy has been the development of a unique and popular major in Distribution Management.

Team teaching is being employed in the honors and Re-entry programs and in biology. Independent study, tutorials and seminars have been in use for some time. Also plans are well advanced for the opening of a learning laboratory.

This fall the College will open a housing unit as a living-learning dormitory, using resident advisors as teaching aids.

Supporting the honors program, which begins at the freshman level, is an Honors Colloquium, a multi-disciplinary course, and core-curriculum courses developed by each division of the College. Two such courses will be available each year. Successful candidates in the honors program will receive, in addition to the appropriate degree, an honors diploma. A distinctive feature of the program is the generous employment of independent study. Some courses will be student-designed. An honors thesis will be required with credit of up to nine hours allowed.

Belmont Abbey has moved aggressively into community services through continuing education. The Re-entry Program, designed for adults, provides an opportunity for older students to satisfy their desires for advanced training in courses leading to a college degree. Special appeal is made to adult women.

During the course of curricular planning at the College a number of consultants, some with Institute funds, have been employed to assist with course and major design. Selected faculty have also benefited from attendance at in-state and out-of-state educational conferences.

5. Bennett College, Greensboro

Bennett College has a long history of superior service to its predominently black constituency. Its students have consistently ranked high among black women throughout the country. Many of its graduates occupy positions of prominence representing a variety of fields.

In efforts to relate its programs to the contemporary student, Bennett has experienced, during the period since Boone, probably the greatest number of changes in its history. Stimulated by a two million dollar grant under Title III, the College has devoted its full energies to an examination of:

1. its role in the academic world;
2. its curricular offerings in responding to that role;
3. its need for programmatic changes;
4. its methods of instructional improvement;

5. its utilization of teaching aids;
6. its system of student advising and counseling;
7. its recruitment methods; and
8. its procedures for securing maximum financial support.

More specifically, Bennett has:

a. liberalized general education requirements;
b. provided greater flexibility in choice of courses;
c. introduced more opportunities for individualized study;
d. implemented credit for work experiences in areas compatible with student studies;
e. developed a massive program in computer-assisted instruction with special emphasis in English (writing), Reading, Mathematics, and Science;
f. established studies for women designed as preparation for career opportunities in
    (1) International Relations,
    (2) Politics (local and national),
    (3) Social Service, and
    (4) Homemaking (A Home and Family Life Center is in the planning stages); and
g. expanded its program in continuing education through
    (1) more relaxed admission standards for adults,
    (2) increased recruitment,
    (3) introduction of courses of interest to adults, including veterans,
    (4) provision of more courses leading to a degree, and
    (5) employment of a full-time director.

As an illustration of a major curricular change, in Communications students may select specialities from among eight or ten options.

Interdisciplinary programs are now available in Business, Social Welfare, Psychology, and Education.

The entire faculty evaluation system has been redesigned and is used in determining promotions, tenure, and salaries. The academic counseling program has also been overhauled. A special task force has been appointed to set up training of faculty in their role as advisors.

Under the Title III grant, which continues, a number of other changes are being prepared for examination and future implementation.

6. Catawba College, Salisbury

Like most other colleges in the state Catawba had already, before Boone, made some changes in general education requirements. Additional changes have included greater flexibility in course choices and use of interdisciplinary courses to satisfy major requirements.

A new degree program, not limited to superior students, has been developed in Liberal Studies. Also available is a student-designed major which requires approval of a faculty committee and is open to all students. Consideration is being given to the development of an external degree program.

Twelve or more hours toward graduation may be acquired by both institutional and standardized tests. Credit for work experience is under consideration.

Independent study is operational and tutorials are expected to be approved shortly, as alternatives to the classroom lecture. Some means of determining teaching effectiveness, apart from conventional methods (which Catawba considers inadequate) is being explored. Financial incentives and opportunities for graduate and postgraduate study are available to the faculty. A new faculty development program has been prepared and is scheduled for implementation this fall.

New approaches to advising and counseling include (1) establishment of an academic advising center, (2) use of students as peer counselors, and (3) special training for advisors. New approaches to servicing early admission students have been inaugurated and effective guidance for disadvantaged students is being studied.

Catawba has probably effected the greatest change in its continuing education programs, where relaxed admission policies and specialized courses are designed to make the College's services more attractive to adults in the community.

7. Duke University, Durham

The team from Duke went to Boone with one major objective in mind: the improvement of academic and career counseling. Extensive revisions in curriculum had been made in 1968 and following. These revisions, embodied in eleven proposals, contained four vital elements: "The reduced course load (from five to four) without quality point continuation and graduation requirements; the reduction of the distributional requirements; the SGLE [Small Group Learning Experiences]; Program II [a highly flexible, individualized program enrolling relatively few students]."

A thorough review of the new curriculum was begun in 1973, resulting in some modifications and further recommendations. A matter of major concern was weakness in the advising system, an important consideration in Duke's selection of this area for special attention and emphasis at the 1974 Institute. The work of the review committee was completed in November 1974, and reflects measurable benefits from the Institute.

There were no representatives at Boone who took their work more seriously or spent more time on their project or took greater advantage of consultants and conference calls than did those from Duke. They came to the Institute well prepared with an exceedingly well-balanced team and returned to the campus determined to complete the task so well begun. Their report to the University and to the Institute is complete in every detail, and a model, considering the pressures under which all team members had to work.

The thoroughness with which their work was done and the soundness of their recommendations undoubtedly accounted for approvals of a number of recommendations on campus during the late fall of 1974 and the spring of 1975. Dr. John Satterfield, the Institute evaluator for Duke, used understatement when he wrote in June 1975, "It was a major success. Hardly any institution as large and prestigious as Duke University can show that fifty faculty members have each volunteered thirty-five hours during the semester to work in the academic counseling of freshmen."

It can now be reported that the recommended new Advising Center was approved and began services to freshmen admitted this fall.[26] After examining in depth every conceivable means of academic, social, and career counseling, including virtually every plan in operation in the country, Duke decided to devise what is essentially its own program. While it draws upon features of other programs in the country, in the composite it is a distinctively Duke product.

Major features of the program, as recommended by the Duke team, are:[27]

1. location of the Advising Center near the heart of the campus;

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[26] See Appendix M for a description of the Center's format.

[27] See Appendix M.

2. use of faculty for academic advising, both premajor and major;
3. inclusion of advising among criteria used for professional advancement -- salary, promotion, and tenure [not yet approved];
4. development of optional pilot programs (including summer classes) for orientation of freshmen and premajor advising as an addition to, substitute for, or partial substitute for the existing orientation program (which, incidentally, is regarded as exceptionally good for what it is designed to do);
5. delegation of major department advising to the departments, using peer counselors, in addition to faculty, as desired;
6. establishment of an office of career services in the Center which would include, among others, a liaison person from each academic department;
7. operation of an evaluation component concurrently with the advising program itself;
8. program of faculty development on advising and instructional improvement.

It would be unfair to the Duke team to say that, while highly significant, its only achievement from the Boone experience was the development of the student advising program. Team members, individually and collectively, have attributed to the Institute the acquirement of ideas that have proved useful not only in the extension and improvement of their own teaching but also in assisting with the development of curricular plans for the University.

In commenting further on his visit to Duke, Dr. Satterfield refers to the tensions, ever-present on a large university campus, between the demands for research and publication and the urgent calls for good teaching and advising. "I hope that Duke University can remain a great research institution while it becomes a great school for students. If it manages both emphases well, it will be a model for the whole higher education enterprise."

8. East Carolina University, Greenville

Insofar as general education requirements are concerned, the Institute prompted East Carolina toward some proposals for study beyond those already consummated. Flexibility in course choices, use of interdisciplinary courses, and examination of requirements for graduation are on the current agenda.

Credit by examination, with no specific limit in hours, has been available for some time, as have many other curricular reforms. The greater use of such alternatives to classroom lecture as seminars, tutorials, and independent study has been evident at East Carolina in recent years. While no specific advising center has been established at the University, the use of peer counseling to supplement faculty advising has been instituted. Special training of students used in the program is provided.

The University has given considerable attention to educational services for the disadvantaged and for freshmen. Perhaps most notable among new programs at the University is one for selected students having academic deficiencies and/or marginal abilities. The Experimental Admissions Program, as it is called, last year served 165 students who would not normally have been admitted. Through tutorial assistance, media instruction, and classroom activities these students are given special training to overcome deficiencies in such areas as reading, composition, mathematics, and general comprehension. At the same time they may earn twelve-and-a-half hours of credit during the fall quarter and, if successful, may enter credit programs for subsequent quarters. The better students are expected to earn thirty-six to forty credit hours by the end of the freshman year and have a reasonable chance of graduating in four years.

The Boone experience proved particularly helpful in the development of the Experimental Admissions Program. Furthermore, the Institute has provided some funding for support of tutors used in the experiment.

A final area in which East Carolina is expanding its educational services is through continuing education. Each year additional courses and degree programs are offered to off-campus students at nominal cost.

9. Elizabeth City State University, Elizabeth City

Recent changes at Elizabeth City State include:

a. Much greater flexibility and choices in meeting general education and major requirements. In physical education, for instance, two hours may now be chosen from among twelve options. Additional options have also been provided in science and the social sciences. In most departments more electives are allowed than heretofore.

b. Reduction of graduation hours from 124 to 120.

c. Increase in the number of semester hours that may be earned by examination to seventy-nine. This equals the number of hours which may be transferred in through the Servicemen's Opportunity College program.

d. Credit for college work accomplished by high school students, typically after the junior year.

e. Admission of high school students to the University prior to or during the senior year after consultation with the high school principals involved.

f. Proposal to establish modular or minicourses in English and mathematics education.

g. Advances in technological and media usage. In the use of the new computer alone the number of students has risen from zero to one hundred in one year's time, primarily in mathematics.

h. Employment of television in the teacher education program.

i. Interdisciplinary instruction in the humanities: Music and Art, Drama and Dance, and appreciation courses.

j. Upgrading of faculty. The lack of state funds for this purpose has been a serious handicap at a time when the shortage of Ph.D. personnel among blacks has been most acute. The University has had to depend largely upon federal funds for upgrading and added staffing (Thirty out of one hundred teachers are on the federal payroll).

Elizabeth City State has been engaged in curriculum development studies for a number of years. While changes have not been radical, such reforms as have occurred appear to have met the needs of students attracted to this institution. Special efforts have been made to assist disadvantaged students through counseling, new teaching techniques, and use of the learning laboratory. In the discussion stage is the development of special programs for gifted students. Consideration also is being given to ways of reaching more off-campus adults.

10. Fayetteville State University, Fayetteville

Located in one of the fast-growing population centers in the state, which includes two large military installations, Fayetteville State has experienced steady growth in recent years. The institution began as a college for black students, but has made much progress during the past several years in breaking down the traditional color barriers. The University this year has the largest student body in its history, more than 3,000, with a greater percentage of white students than ever before (well over ten percent, including off-campus programs).

During the recent transition period the University has attempted to expand its degree programs so as to meet more effectively the needs of its constituents. Changes have also been made in existing courses and programs.

Course content in the general education requirements has been subjected to considerable revision. A modular approach has been introduced in English, Social Science, Mathematics, Biology, Physical Science, and Philosophy. The units of study are designed with subject-matter content, logical sequence, practical utility, and student interest in mind. Much emphasis is placed upon the relationship between the varieties of topics and contemporary issues and problems.

Under a Title III grant Fayetteville State, like other predominently black institutions in North Carolina, is engaged in some intensive studies designed to chart curricular reforms for the future. These studies include:

1. required hours for graduation and for the major;
2. flexibility in course choices;
3. new degree programs, including one in general or liberal studies;
4. a student-designed major;
5. minicourses;
6. credit for work experience;
7. interdisciplinary courses or majors;
8. optional grading;
9. external degree programs;
10. variable credit;
11. innovative teaching techniques, including
    a. team teaching,
    b. computerized instruction,
    c. seminars,

    d. tutorials, and
    e. independent study;

12. student counseling;
13. faculty development; and
14. continuing education expansions.

In some of the foregoing areas much progress has already been made. Students are provided excellent opportunities for guidance through the learning center. A major problem at FSU, as elsewhere, is getting students to take full advantage of the opportunities available.

Admissions policies have been sufficiently relaxed to enable disadvantaged students to enroll on at least a trial basis. The Intensive Study Program gives these students a chance to demonstrate sufficient proficiency to enable them to move into regular matriculation.

Students are permitted to retake courses and apply the higher grade only in computing grade point averages. Further, there is an Honors Program which allows students to become heavily involved in independent study.

Possibly the most significant achievements in recent years have been in continuing education. Under a three-year grant of well over a half million dollars from the W. K. Kellogg Foundation, a number of new programs have been developed and old ones strengthened. The Weekend College, begun just last year, enrolls over 200 students who may choose from a wide variety of courses. Satellite campuses have been established at Goldsboro, Clinton, and Smithfield and enroll more than 500 students. The operation at Fort Bragg enrolls some 3,500 students in what is called the On-Duty Educational Program. Minicourses are arranged to suit the schedules of the military personnel. The regular undergraduate degree program at Fort Bragg enrolls nearly 700 students.

The Center for Continuing Education has sponsored a number of workshops designed to upgrade professional skills, enhance cultural appreciation, and create greater awareness of political and social problems in the area. This institution is clearly on the move toward greater achievements in the academic world.

11. Gardner-Webb College, Boiling Springs

As one of the newer senior colleges in the state, Gardner-Webb has been compelled to cope with curriculum development over a long period of time. The rapid change from two-year to four-year status, coupled with pressures to meet accreditation standards at the earliest possible date, were not calculated to encourage adoption of highly innovative programs. Now that these hurdles are past, however, the College has begun to take a new look at its mission and its offerings, prompted by a strong desire to improve its services to its students.

The 1974 Institute provided the kind of vehicle needed to prod the participants into action. Led by the Dean, who -- to the surprise of some, dismay of others, and gratification of still others -- has taken a forthright stand for constructive change, a climate for improved instruction has moved into the campus.

Some faculty members on their own have developed teaching techniques designed to allow students to move toward competencies at differing paces, depending upon time and abilities.

One teacher who was not with the Boone team, in reacting favorably to the present mood for change, said, "Many aspects of curricular reform that have been discussed in the various meetings and papers have no specific bearing on my area of responsibility. Nevertheless, the knowledge that creative changes are being discussed is a boost to my personal sense of integrity in the profession of teaching . . . . I see more movement on the campus toward an endorsement of curricular review and reform. The way has been opened. Individuals are discussing it. Some will probably resist for some time to come. But as more experience the pressure from colleagues, I look for a definite awareness to prevail that this is the time to do something significant in the area of curriculum and the practice of teaching as well."

The evaluator who visited the campus in June 1975 indicated that "few specific changes have been made, but attitude changes and important issues have been raised and are being discussed."

The College can point to a number of new developments:

a. There has been some liberalization of general education requirements and greater flexibility in course choices. Certain electives may be taken without first enrolling in prerequisites.

b. While there is no time-shortened degree, pre-ministerial students may acquire, through special arrangement with one seminary, up to sixteen hours of credit toward the advanced degree.

c. There is no credit as such for work experience, but students may receive credit for military service and field experience.

d. Some experimentation with modules has taken place in Mathematics, the sciences, and Religion.

e. Greater use of educational media has been observed. The new library, with expanded areas for visual aids and study, will mean further improvement.

f. Better provisions for independent study have emerged.

g. Other areas in which progress is being made include

(1) advising and counseling,

(2) continuing education, and

(3) competency-based learning.

In continuing education prime concerns are

(1) removal of barriers to admission,

(2) better scheduling, and

(3) provision for more attractive courses for adults.

No final action yet.

12. Guilford College, Guilford

One of the older, well-established liberal arts colleges in the state, Guilford has had a distinguished record of service to many generations of students. Approaching a new era in its history which has called for financial as well as curricular adjustments, Guilford resolved to take full advantage of the opportunities provided by the Institute.

In a relatively brief period of time the College has marked up some notable achievements:

a. The general education requirements have been completely re-examined resulting in a number of changes:

(1) Quality points and grades are now allowed in two courses in physical education.

(2) Substitutions may be made for foreign language.

(3) In English there is team teaching and emphasis upon subject-matter modules with special concern for the interests of women and minorities.

(4) New courses have been developed in Science and Mathematics.

(5) More options are available in Social Science.

(6) Much greater flexibility in course choices and mixing of concentrations is provided throughout the student's academic career.

b. A student-designed major begun in 1972, primarily in the humanistic studies, has been expanded. While there is no external degree program as such, a number of features of such a program do exist, primarily in Curriculum II:

(1) Credit is granted for examinations in lieu of course work (up to forty-eight hours).

(2) Credit is allowed for course-related work experience (up to twelve hours).

(3) Directed independent study, involving periodic student-professor conferences and on-campus seminars, is now available.

c. By arrangement with the local high school, a limited number of students, chosen by the high school counselors, may take college credit work in the Summer Scholars Program. Also, a number of high-ranking students, about seventy-five in all thus far, have been admitted to the College after the tenth and eleventh grades. These students have performed exceptionally well. Another feature, in cooperation with Friends High School, allows pre-college students to complete as much as two years of high school while in residence.

d. The new environmental science program provides a number of cross-discipline options. The practicability of using minicourses is also under study.

e. The use of media, especially the computer, has greatly increased. A learning center, with assistance from Title III, is included in the plans for library expansion.

f. Interest in teaching effectiveness has prompted several developments:

(1) use of students in evaluation (computer-tabulated each year) and in recommendations for promotion and tenure, through a new student Committee on Promotion and Tenure;

(2) employment of a detailed self-evaluation plan;

(3) use of workshops, study leaves, and financial incentives; and

(4) peer visitations of classes.

A previous committee on evaluation has been expanded to include faculty development. The faculty are requested to submit each year a list of their activities and are asked to submit evidence supporting their desire to be reappointed. Records will be kept on outstanding classroom performance and on unusual activities associated with their teaching roles.

A grant of $300,000 from the Kenan Foundation is to be used as endowment with proceeds directed toward faculty development and improvement. Two awards of $500 will be given each year for teaching excellence.

g. "Quiet halls" for the more serious students engaged in special learning programs have been set up.

h. New approaches to advising have been established:

(1) Some twenty faculty, trained as advisors, work as a team with freshmen, using guidelines especially prepared for this service.

(2) An elaborate retention program has been devised, designed to cut back on "flunk-outs" by providing

a) an alternate route toward graduation (the Credit Accumulation Plan) whereby completion of 128 hours of "C" work at Guilford, with "D" and "F" grades ignored (as opposed to the conventional plan which matches "C" grades and above with quality points on all work taken) is allowed, and

b) additional time and grade factors are taken into consideration so as to increase the student's chances of improving his record and thus his chances of remaining in college.

i. The College has long been involved in continuing education, but recently has relaxed admission requirements and developed more courses for adults.

j. Extensive use has been made of consultant services, through both

Institute and institutional funds, in developing some of the changes noted in this report:

(1) Dr. Jack Noonan, of the 1974 Institute staff, assisted in the faculty development program.

(2) Dr. William Shoemaker, Association of Small Colleges, assisted with development of budgetary changes resulting in annual savings of approximately $60,000.

(3) Dr. John Stahl of Eastern Mennonite College assisted with the work of the Retention Committee and freshmen advising.

(4) Mr. Ted Kelly of a Washington consulting firm assisted with recruiting plans.

In addition, representatives of Guilford attended workshops in various sections of the country and visited several campuses for the purpose of reenforcing plans for curricular and co-curricular reforms.

k. Funding of projects at Guilford has gone well over $300,000, and requests for additional aid run into several million dollars.

Measured by any standard, the accomplishments at Guilford will rank with those of any small college in the nation. Yet, more is expected.

13. High Point College, High Point

Following trends in recent years High Point had, prior to 1974,

1. revised general education requirements,
2. established a student-designed major involving a contract arrangement,
3. provided for matriculation of high school students prior to graduation,
4. used such teaching devices as
    a. interdisciplinary teaching,

   b. team teaching,
   c. seminars,
   d. tutorials, and
   e. independent study,

5. made changes in the grading system to include pass-fail and second grade options,
6. expanded continuing education programs, and
7. developed a competency-based approach to learning.

Even so, the College used the Institute experience to effect a number of additional changes. Modifications in the English requirement and a requirement in statistics are in process of development. Greater flexibility in course choices has been approved. Credit for up to sixty-four hours on the basis of standardized and institutional tests is allowed.

Perhaps most notable is the development of a program, entitled RESUME, which has been instituted this fall (1975). Drop-outs twenty-six years of age or older, who show acceptable collegiate work, are eligible. Both their collegiate work and life and work experiences are carefully reviewed and, where appropriate to their chosen academic objectives, credit is given toward graduation. No maximum restrictions have thus far been imposed.

Among other innovations has been the development of (1) a learning laboratory and stepped-up usage of media in the instructional program, (2) a special academic advising center which features peer counseling as well as conventional advising, and (3) financial resources for employment of consultants and further study of curricular reforms.

14. Lenoir Rhyne College, Hickory

In 1969 and 1970 Lenoir Rhyne became involved in a major study of curriculum, involving faculty, administration, students, and trustees. The result was the establishment of a new Core Curriculum, consisting of forty-eight hours, which was implemented in 1970. Courses were distributed among five major areas: (1) Communications, (2) Natural Sciences and Mathematics, (3) Social and Behavioral Sciences, (4) Humanities, and (5) Physical Education. The principal innovation in this curriculum was the introduction of a number of interdisciplinary courses designed to enable the student to see major academic topics in relationship.

After four years with the Core Curriculum there was consensus on the campus that the time had come for review and evaluation. Coincident with this consensus, the opportunity came for Lenoir Rhyne to participate in the 1974 Institute for Undergraduate Curricular Reform. It was decided, therefore, that the College's major Institute project would be a thorough examination of the Core Curriculum along with development of recommendations for (1) continuance, (2) modification, or (3) replacement. A team, representative of various campus structures, was chosen to carry out pre-Institute studies, attend the workshop at Boone, and prepare a follow-up report.

The report of the study committee was delivered to the appropriate campus bodies in September of 1974. This report, developed in logical sequence, examined the stated purposes of the institution, collated reactions to the Core Curriculum from all segments of the campus, and made specific recommendations for future changes.

Under the rubric, The Quest for Truth, derived from Lenoir Rhyne's motto, the basic requirements would be reduced to forty-one semester hours spread over four broad areas: Skills, Enrichment, Concentration, and Commitment.

Instructional objectives for the several areas as outlined are:

a. Skills - Students should:

(1) demonstrate proficiency in the oral presentation of ideas and observations, using correct grammar and speaking techniques;

(2) organize and present effectively written material in proper formats, including fictional and analytical styles;

(3) explain and utilize basic mathematical relationships of scale, magnitude, etc., and perform mathematical computations;

(4) analyze written and oral statements for internal consistency and validity, and extend them to their logical conclusions;

(5) read and speak at least one foreign language;

(6) outline a research strategy, including the location and organization of information;

(7) participate at a level providing personal satisfaction in an individual and group sport or recreational activity.

b. Enrichment - Students should:

(1) understand and appreciate the structures and functions of natural systems and be sensitive to science as a human activity;

(2) comprehend the nature of man and society, their origin, development, and relation to each other, and the ways in which they are analyzed;

(3) be sensitive to and understand man's various intellectual and artistic creations for their intrinsic worth and as expressions of his values.

c. Concentration - Students should:

(1) conduct intensive explorations into avenues which utilize skills and channel contributions to the further enrichment of life.

d. Commitment - Students should:

(1) explore man's varied religious experiences, with particular emphasis on the Christian faith, and the role that commitment plays

in the quest for truth as well as personal development;

(2) be challenged each to integrate his experience at Lenoir Rhyne with his personal religious perspective, and to face the ethical implications of his commitment -- particularly in his chosen field.

Put in chart form, the result is shown in Table IV.

Characteristic of suggested courses is the use of modules, with credit for each module, and, at the end, a large variety of subject matter electives from which the student may make a selection for concentrated study. Also characteristic is the element of self-pacing. Depending upon prior proficiency, students may skip or linger in introductory modules. Furthermore, extra work in a course may be rewarded with an extra credit.

The College is now in the process of seriously studying the proposals. Should they be adopted in essentially their present form, Lenoir Rhyne will have one of the more exciting and innovative undergraduate programs in the state; one which at the same time is academically sound. The proposed program has many features of the Syracuse format but goes beyond in its comprehensiveness, cohesiveness, and interrelatedness. It is clearly the work of a team that showed unusual dedication to its chosen assignment.

This report does not attempt to catalog many incidental curricular changes which were already in effect prior to Boone, most of which will complement, not retard, the new proposals.

One final reference to the influence of the Institute must be mentioned. Lenoir Rhyne expects to host a conference early next year on "The Use and Misuse of Instructional Objectives."

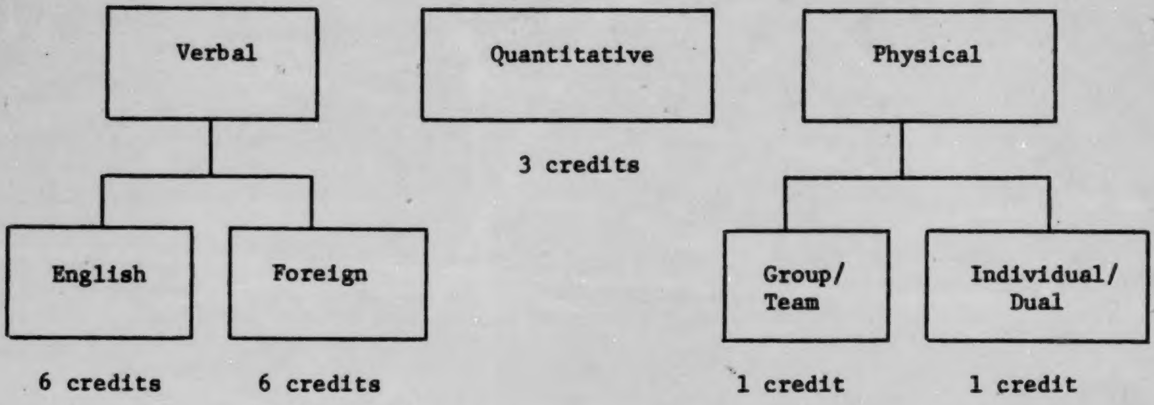
15. Livingstone College, Salisbury

It is too early to assess the value of the Institute for this

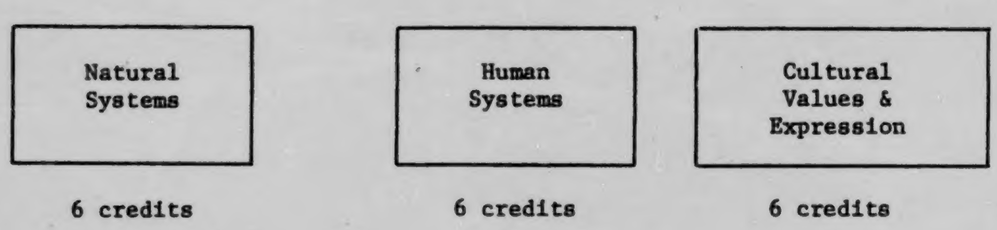
TABLE IV

THE QUEST FOR TRUTH

I. SKILLS


Verbal
Quantitative
Physical
3 credits
English
Foreign
Group/ Team
Individual/ Dual
6 credits
6 credits
1 credit
1 credit

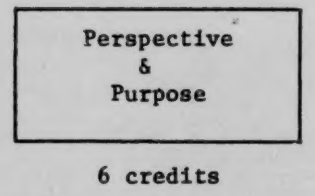
II. ENRICHMENT


Natural Systems
Human Systems
Cultural Values & Expression
6 credits
6 credits
6 credits

III. CONCENTRATION

-- Student's Major --

IV. COMMITMENT


Perspective & Purpose
6 credits

institution, for a number of curricular reforms are still at the point of being examined rather than implemented. Foremost topics on the agenda are:

1. modification of the foreign language requirement,
2. development of greater flexibility in course choices,
3. designing interdisciplinary courses,
4. giving early admission to high school students,
5. preparation of modular and minicourses,
6. devising methods of evaluating faculty and improving instruction,
7. employment of living-learning situations on campus,
8. studying cost-reducing curricular reforms, and
9. development of a student-designed major.

Although much is still on the drawing boards, Livingstone can point to some significant achievements since Boone. Credit is now granted, with no specified hour limits, on the basis of CLEP and other standardized tests. Credit (up to twenty-four semester hours) is also given for work experience, largely through the Cooperative Education Program. A learning laboratory has been established and marked increase in the use of technological media has been recorded. Seminars, tutorials, independent study, and supervised field work have proven valuable alternatives to traditional classroom lectures. Faculty workshops, financial awards, and opportunities for graduate and postgraduate study have been instituted. Peer counseling has become a part of the advising system, with special attention being given to the needs of disadvantaged students. As a means of providing better service to the adult community, the College has eased admission requirements and has designed special courses to attract older adults. A competency-based approach to learning has been inaugurated and on-campus workshops have been organized to orient faculty in programs and materials for use in the project. Throughout the College's planning efforts, consultants have been brought to the campus to provide professional expertise.

16. Meredith College, Raleigh

Backed by strong support from its President, Dean, and Institute team, Meredith is undertaking a comprehensive study of general education requirements, especially as these relate to the education of women. One of the few remaining prestigious colleges for women in the South, Meredith is keenly aware of its changing role in meeting the needs of today's women. Justifiably proud of its past academic programs and achievements, the College is, nevertheless, aware of the currents of change moving over the country's campuses.

Like most North Carolina colleges and universities, however, Meredith will not be stampeded into change for the sake of change. The process being followed is one of thoroughness and caution. The mood for healthy inquiry and the willingness to be persuaded are in evidence. Solid, if not spectacular, reforms, quite in keeping with Meredith's mission, are to be expected.

Some have already come to pass:

a. An interdisciplinary major in Political Science has built in characteristics of a General Studies, student-designed program.

b. Modular and minicourses have been developed in some areas.

c. Several new courses employing innovative approaches have been approved, notably in History and English.

d. There has been stepped up use of various media as innovative aids to instruction.

e. A new feature in the evaluation of faculty calls for providing students with the survey results.

f. Several living-learning situations have been instituted on campus, conducted notably by the Division of Student Development. One such successful program bears the rubric "Assertive Training", and involves students as peer counselors.

g. Both the pass-fail and second grade options have been modified for greater flexibility since the Institute.

h. Meredith has always been conscious of service obligations to the community. Recent improvements in continuing education include

(1) development of more courses for credit,

(2) designing of more courses for off-campus adults,

(3) providing easier access to the College's programs through logical changes in admissions policies, and

(4) stepped up recruitment of adults in the community.

i. Consultant services and extra funding have been employed to assist with the development of curricular reforms on the campus. These necessary ingredients will continue to be sought in future planning.

17. Methodist College, Fayetteville

As one of the newest senior colleges in the state, Methodist has been quite familiar with curricular planning. After a number of years of experience with its pre-Institute program, however, the Boone workshop came at a timely moment for review, evaluation, and change.

In general education, changes have been noted in Physical Education, Science, and Social Studies. In all areas greater flexibility in choices among course offerings has been introduced. Further changes are expected.

New majors have been introduced in Physical Education, Special Subject Teacher in Art, Art Education, and in a Business Administration-Economics combination. A new Bachelor of Applied Science degree program, to meet the needs of technical institute graduates, has been inaugurated. The technical institute concentration serves as the student's major and the College provides the supporting liberal arts courses not previously available.

With twenty-five percent of its student body made up of Military Service personnel, from nearby Fort Bragg and Pope Air Force Base, Methodist has been sensitive to the desirability of providing time-shortened degree programs. Through the use of USAFI and CLEP credits, as well as evaluation of other Service-related learning experiences, the College has enabled many military personnel to graduate during the period of their assignment in the area. The program, also available to area residents, enables students to earn up to sixty-three credit hours other than at Methodist.

Credit for work experience is now available in limited amounts. For instance, the Business Administration-Economics major may include three credit hours for summer work, provided an acceptable paper accompanies documentation of the work.

Probably the most significant curricular change since the Institute has been the development of a modular program in English. This program enables freshmen to move at their own pace toward desired levels of achievement. Students needing more work at the introductory levels may receive it without retarding the progress of the better prepared students who wish to enrich their studies by advancing to more sophisticated assignments. The College expects the success of this program to lead to similar arrangements in other disciplines.

Interdisciplinary courses have been introduced in Contemporary Issues and Problems and in Career Counseling. The latter course uses College faculty, professional counselors, and community business and industrial leaders.

Media innovations, aside from use by previous non-users, include new media equipment and the development of a learning laboratory, primarily for the freshman English course.

Alternatives to classroom teaching, in addition to seminars, tutorials, and independent study, include experiential learning and field work, properly documented. Methods of improving instruction are under study. The usual faculty workshop is not considered adequate.

Peer counseling is proving quite effective on the campus, particularly with students in the new modular English sequences.

New plans for continuing education, in addition to providing easier access to college programs (already arranged), include the opening of night classes.

A competency-based approach to learning has been set up in English and Mathematics and studies are under way to expand to other areas.

Both consultants and extra funding have been used for effecting curricular reforms.

18. North Carolina State University, Raleigh

An institution, such as North Carolina State, enrolling nearly 15,000 students, could hardly be expected, with only eleven representatives, to derive from the Institute directions for curricular reform which might permeate the entire campus. It was a wise decision by the University, therefore, to limit drastically the number and scope of its projects. Analyzed from this perspective the achievements at State have been quite significant.

It was remarkable that, in an incredibly short period of time during and following the workshop at Boone, members of the mathematics faculty were able to develop, and implement on an experimental basis, a self-paced course in Analytic Geometry and Calculus. Patterned after a similar program at Syracuse University, the course, nevertheless, had to be tailored to the needs, objectives, and students at State.

The importance of the project lies in the fact that many programs at the University are dependent upon a thorough grounding in Mathematics, especially Calculus. Among the students who must take the subject, there is a wide range of preparation from strong to weak. Lumping these students together, even in somewhat classified sections, has produced frustrating instructional problems for both faculty and students. The new program, initiated experimentally with 180 volunteer students during the past year, has seemed to provide at least some of the answers to perennial problems.

The course, offered in six sections, was broken down into modules with students moving at differing paces toward the desired competencies. Students received credit and moved to advanced modules as each unit was mastered. The rate of success, as contrasted with the conventionally-taught course, has been sufficiently encouraging to warrant continuation this year, using students chosen at random in order to provide a better cross-section for evaluation.

Student response to the new approach has been quite favorable. Faculty members are less enthusiastic, partly because of the shifting enrollments and attendant administrative chores. If, however, results in terms of student achievement are sufficiently better than in the conventionally-taught courses, the faculty can be expected to support a revamping of the entire program to fit the new approach.

Beginning this fall introductory courses in crop science will use the modular concept. Rationale behind the new proposals is the desire better to meet the needs of students who represent wide ranges of difference in levels of achievement. "These students," one proponent for the change argued, "obviously have diverse backgrounds, competencies, and interests. There is simply no one system or single time frame that can satisfy their individual needs.

"Perhaps one of the most important effects of the 'Keller' system is that it forces the instructor to look upon his students as persons with individual goals and aspirations . . . . More importantly, the student is forced to take a more positive view of himself. There just isn't any way the student can get through the course using the Syracuse methods without working through the sequence of logically arranged modules . . . . We have found in our early experimentation with it in introductory Crop Science that course failures are reduced . . . because we simply will not accept failure on the first test of a given module of material. The student must re-study the unit and take a different test on the same material."

A third proposal arising out of the Institute has been to inaugurate a Center for Instructional Development which could serve the entire campus. In requesting budgetary funds from the state, this proposal was given high priority by the University, on the grounds that expertise was needed to assist schools, departments, and groups of faculty in identifying and formulating high priority projects for course and curricular innovations. The Center would also provide essential evaluation services that are now virtually non-existent. Unfortunately, revenue cutbacks in the state have temporarily forced postponement of the proposal.

Many of the curricular changes outlined in the Institute's 1975 questionnaire were already in vogue at State and require no further elaboration here. Mention should be made, however, of changes inaugurated since Boone and which may be attributed at least in part to Institute influence. These include:

a. greater flexibility in course choices,

b. larger student input in designing majors,

c. more opportunities for independent study,

d. increased provisions for testing out of formal courses,

e. stepped up use of interdisciplinary and team teaching,

f. improved financial arrangements for upgrading faculty instruction,

g. revision of the grading system, and

h. greater use of outside consultants in examining and designing innovative curricular offerings.

19. Pfeiffer College, Misenheimer

If there was one institution in the state which, even prior to the Institute, had been caught up in curricular reform, it was Pfeiffer College. Beginning approximately ten years ago this institution developed what it chose to call the AIM Program. Among other features, the program called for:

1. Elimination of all institution-wide course requirements except for a special orientation course in Applied Logic. Such requirements as were imposed upon students were within the areas of their chosen major disciplines. Thus, foreign language might logically be required in some concentrations and not in others.
2. Introduction of a new unit grading system which provides self-pacing toward graduation. Superior students, turning in more work, received more credit units and moved more rapidly toward graduation than students whose work was lower in quality and quantity.
3. Provision for great flexibility in the choice (and even elimination) of courses.
4. Designing of courses, especially in the sciences, which recognized the differing needs of majors and non-majors.
5. Wide use of peer counselors, especially in the introductory courses.

6. Employment of independent study and student-designed learning features.
7. Limited use of modular and minicourses.

Despite these and other pre-existing innovations, the Pfeiffer team insisted that the Institute provided stimulus for additional explorations:

a. the development of a new Humanities Concentration (major) and a Complementary (minor) in Concept Thinking;

b. expansion of credit (up to thirty hours) by examination, using standardized tests;

c. greater utilization of work and life-learning experiences;

d. increased employment of technological innovations as instructional aids;

e. use of interdisciplinary and team teaching;

f. programming new approaches to faculty development and instructional improvement;

g. extended outreach into the community through continuing education; and

h. use of consultants to assist with course design and fund raising techniques.

Pfeiffer's peculiar contribution to the Institute was a presentation on the AIM Program at Boone.

20. Queens College, Charlotte

During its history of name changes and mergers, Queens College has experienced a number of curriculum reforms. These reforms have consistently focused upon the needs of the women who have largely made up the student bodies from the date of its founding in 1857. At the time of the 1974 Institute the institution's curriculum was again undergoing review. At Boone the Queens representatives proposed to concentrate upon development of two interdisciplinary courses, one in social science and the other in the humanities. Both courses were expected to serve as additional alternatives to existing distributive requirements.

On campus following the Boone workshop, interest moved in different directions:

a. Requirements for graduation were increased from 114 to 120 hours, plus two credits in physical education. The change would be effective for the class of 1979.

b. The physical education requirement was liberalized by allowing credit for participation in intermural sports.

c. The use of continuing education units for non-credit work was approved.

d. Greater flexibility in course choices was allowed.

e. The Bachelor of General Studies was designed before the Institute, but final approval came only this year. Implementation will begin this fall. It will be available only to students twenty-four years of age and older.

f. Queens has no external degree program as such, but some of its features are in vogue. In some internships credit may be acquired by

(1) examination in lieu of course work,
(2) course-related work experience (maximum, nine hours), and
(3) directed independent study.

g. There is no limit in the number of credit hours which may be earned by examination.

h. Variable credit is available in a number of courses, depending upon amount and quality of work accomplished. Night, summer, and Term II (the January minimester) courses are especially amenable to variable credit.

i. Extensive use of P/NR (Pass/No Record) is permitted, but students must indicate the grading choice in advance. Normally, students enroll only for one such course per semester.

j. There has been a marked increase in interdisciplinary and team teaching, some of which was influenced by the Boone experience. Notable examples are Philosophy 309, Aesthetics and Sociology 316, Women in Society.

k. Media usage, especially the computer, has increased.

l. Faculty evaluation procedures will include for the first time this year:

(1) each faculty member's annual report; and

(2) self-evaluation.

m. Both faculty workshops and financial incentives are used to increase teaching effectiveness.

n. The counseling program includes, for the first time this year, planned advising services for disadvantaged and honor students.

o. Queens is converting to the 4.000 quality point system this year. There are zero quality points for "P".

p. A minor of sixteen hours is permitted in a department other than the major.

q. Queens has catered to many of the academic demands and needs of the urban community in which it is located. Courses have ranged all the way from the Sociology of Medicine to Scuba Diving, from Introduction to Financial Instititutions to Super-8 Filmmaking, and from Special Studies in English Literature to Religious Themes and Human Values in Science Fiction. Much has been done to remove the barriers of admission to older students.

r. Both funds and consultants have been employed to assist with innovative curricular planning. Studies continue (e.g., on the academic calendar).

Reference has already been made to Queens' contributions to the Institute in hosting the March 1975 conference which used many campus personnel and facilities.

21. Sacred Heart College, Belmont

This small liberal arts college has had a history of progressive leadership and ideas in developing curriculum for women students. It has, however, suffered in recent years (like most other private colleges) from declining enrollments. Nevertheless, it has clung to the learning service ideals with which it began as a junior college. Now a senior institution, Sacred Heart has gone through several cycles of curricular revision. Many innovative practices were evolved at the time of its move to senior status. The College's enthusiastic participation in the Institute, however, is in keeping with its philosophy of progressive thinking.

Also, in keeping with this philosophy, has been the institution's eagerness to serve other constituencies than its own. In March of 1975, and again in April, the campus was opened to Institute-sponsored activities. In association with the Charlotte workshop in March, the proffering of housing and boarding facilities made possible the inclusion of all applicants, many of whom would otherwise have been excluded from participation in this activity.

During April 21 and 22 of this year Sacred Heart, in cooperation with the Charlotte Area Educational Consortium, together with financial assistance from the Institute, hosted an outstanding conference on Learner-Centered Reform. Seven of the ten sponsoring institutions were Institute participants: Barber Scotia, Belmont Abbey, Davidson, Johnson C. Smith, Queens, Sacred Heart, and the University of North Carolina at Charlotte. The leadership personnel, the themes, and participants at this conference were fully supportive of, and sympathetic with, the objectives of the Institute for Undergraduate Curricular Reform.[28] In a very real sense this enterprise was an important sequal to the entire Institute effort. Another sequal has been a summer program for adults featuring minicourses, independent study, and work-experience credit.

Other post-Institute developments include:

a. credit for modules within a course, short of its completion, at the discretion of the instructor;

b. initiation of modular courses;

c. increased use of media as instructional aids;

d. interdisciplinary teaching;

e. faculty teaching improvements through

  (1) faculty review of teaching assignments and roles,

  (2) self-rating,

  (3) ratings by departments, divisions, and deans, and

  (4) joint design of objectives for improvements;

f. expanded services for disadvantaged and freshmen students;

g. work with a University of Houston consultant on competency-based education; and

h. search for funds to develop further curricular changes.

22. St. Augustine's College, Raleigh

St. Augustine's, in transmitting the results of the Institute's 1975 questionnaire, stated: "The information represents some positive changes which we consider to be significant to the College's overall growth and development resulting from . . . participation in the Institute for Undergraduate Curricular Reform."

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[28] See Appendix N for a copy of the program.

In the relatively brief period since Boone, St. Augustine's has:

a. reviewed all general education requirements. There has been liberalization in Science and Mathematics, while requirements in Physical Education, Foreign Language, English, and Social Science are still under study.

b. provided greater flexibility in course choices.

c. decreased slightly the total hours for graduation.

d. introduced interdisciplinary courses to satisfy major requirements.

e. studied several possibilities for:
   (1) a general studies major and
   (2) a student-designed major.

f. considered giving credit:
   (1) on the basis of standardized and institutional tests,
   (2) for work experience, and
   (3) for college level work in high school.

g. worked toward the development of modular and minicourses.

h. added several innovative courses (e.g., Afro-American Studies, International Studies, Occupational Health and Safety, and Industrial Mathematics).

i. introduced interdisciplinary and team teaching.

j. expanded use of:
   (1) seminars,
   (2) tutorials,
   (3) independent study, and
   (4) research techniques as alternatives to classroom lecture.

k. inaugurated a program for faculty development which includes:

(1) special workshops,

(2) student evaluations,

(3) graduate and postgraduate study,

(4) travel abroad learning experiences, and

(5) financial incentives.

l. established a special academic advising center for all classifications of students:

(1) disadvantaged,

(2) freshmen,

(3) honor,

(4) early admission, and

(5) older adult.

m. began an examination of grading practices.

n. expanded continuing education programs by:

(1) developing more courses for credit,

(2) designing courses for off-campus adults,

(3) providing easier means of access to higher education for adults in the community, and

(4) using stepped up recruitment measures.

Throughout its curricular and co-curricular planning, St. Augustine's has drawn generously upon off-campus as well as on-campus resources. Consultants have been brought to the campus, visitations to other campuses have been accomplished, and special conferences and workshops have been attended -- all for the purpose of becoming better informed about sound curricular practices in other parts of the country.

During the past summer faculty members, under an Institute grant, devoted several weeks to develop a new Freshman Foundations Program.

23. The University of North Carolina at Charlotte

The University of North Carolina at Charlotte has had an almost meteoric rise to prominence during the past few years: from junior college to university, from an institution with a few hundred students to one with more than 7,000, from a crowded downtown campus to a suburban setting with numerous new buildings and facilities, and from a school with a handful of offerings to one with courses covering many branches of learning.

During the process of this evolution many curricular changes have taken place, perhaps leaning more to the traditional than to the experimental. Not all past curricular actions, however, have been conservative in nature. The reduction of general education requirements from sixty-four to thirty-two hours, for instance, is a notable exception.

The team that went to Boone did not look upon itself as a direct action change agent so much as a catalyst for certain desirable curricular reform measures. A thirty-page report on the Institute was prepared and used as a discussion instrument at a special retreat for thirty selected faculty, deans, and students last spring. Focus was upon several areas of concern:

1. Student advising. Consideration was given to
    a. preparing and issuing an advising handbook,
    b. placing more responsibility for advising on department chairmen, and
    c. revising the University catalog so as to simplify advising.
2. Faculty development. Pertinent items discussed (and later turned over to a special committee) were:
    a. evaluation of faculty by students and peers;
    b. self-evaluation;
    c. incentives for instructional improvement, through use of

workshops, graduate and postgraduate study, financial awards, and promotions; and

d. establishment of a faculty development center.

3. The grading system. The Academic Standards Committee is already at work on proposals to modify the present system. There seems to be consensus that changes are called for in determining quality point averages.
4. Administrative development. Committees are already at work on the aforementioned concerns. Administrative development is on the agenda for early consideration and action. Progress reports and reviews are scheduled on all items this fall.

Information derived from the Institute questionnaire indicates the following:

a. A Bachelor of Humanities degree program, now in preparation, and programs in Religious Studies and Creative Arts have student-designed options.

b. Up to thirty-two credit hours may be granted on the basis of scores on CLEP and other standardized tests.

c. Supervised internship programs provide credit toward graduation.

d. High school students may enroll for college courses with credit granted after graduation.

e. Modular approaches have been used in English and have been developed for use in Psychology and Geography.

f. Media facilities have been expanded and their use in instruction greatly increased. The counseling center has a learning laboratory and, under a Title III grant, there is an English program in basic skills.

g. Interdisciplinary and team teaching are employed by some faculty on an experimental basis.

h. Special counseling programs have been inaugurated for disadvantaged students, freshmen, honor students, and commuters, with adjustments made for overlapping.

i. Continuing education activities have expanded despite some faculty opposition to offering off-campus courses for credit. A management skills course for women is one of the most recent additions.

j. Consultant services, financed largely by Institute funds, have been utilized on several occasions. Major emphasis has been placed upon faculty development.

k. Some use of the competency-based approach to learning has been made in Psychology, with limited experiments in other areas.

l. Equipment has been installed for setting up conference calls. Both as an economy measure and as a time-saving device, this arrangement is expected to have a large place in future learning developments.

m. In the interest of curricular reform the University has sent representatives to a number of conferences since Boone.

The University administration has not been content on this campus to play a passive role in curriculum planning. The administration, according to the evaluation report, is likely to move at a far more aggressive pace in academic innovation than the faculty is presently willing to accept. It is the conclusion of this report that an institution destined to become one of the strongest educational forces in the state, can ill afford to ignore or oppose innovative trends already in evidence at prestigious institutions across the country. Without question, a beginning has been made, and there is hope for the future.

24. The University of North Carolina at Greensboro

This University has been experimenting with innovative curricula for a number of years. Its faculty has possessed an unusually liberal philosophy of education, considering the size and prestige of the University. No public institution in the state provides more options for majors and double majors or more flexibility in the choice of courses, across both departmental and professional school lines than does UNC-Greensboro.

Beyond these flexibilities, available to all students, are additional alternatives for the academically able student. These lie within the Honors Program and involve independent study and Honors Tutorial relationships beginning in the freshman year and culminating in an extensive tutor-scholar program during the senior year.

Still another route toward graduation may be elected by any student who wishes to design his own program. This is available in what is called Plan II and permits the student, with the approval of the appropriate advisors and committees, to design his entire 120 course hours. While the number of students choosing this option has not been large, a sufficient number have taken advantage of it to make it more than "window dressing" in the catalog.

For the Institute to take credit for these and other innovative programs would be unjustly to take away initiatives and creativities displayed by an unusually progressive faculty. Nevertheless, UNC-Greensboro has taken advantage of every opportunity to share in the activities of the Institute. Efforts to become a part of the Institute programs began as early as 1971, when, unfortunately, reduction in numbers of participants compelled their exclusion. In subsequent years, however, UNC-G has been in the forefront of those institutions seeking Institute-inspired benefits. One present faculty member, with the aid of several others from the campus (and some from other campuses), directed the entire 1973 Institute program on computer-based instruction. The team at Boone was of the highest professional caliber and sought to derive from the offerings insights which might be useful in evaluating, extending, and possibly revising the curricular reforms already under way on the campus.

Furthermore, UNC-G's participation in Institute programs has provided effective sharing of ideas with others on many features of its own making.

Some innovative activities which can be attributed in part to the Institute include:

a. extension of interdisciplinary and team teaching;

b. refinement of peer evaluation of faculty;

c. further development of an existing living-learning dormitory program;

d. expanded advising set up for Honors students;

e. use of a special retreat (Institute funded) to work on moving the Honors Program toward an Honors College; and

f. participating with other institutions in the Greensboro area in the use of consultants on faculty development.

25. The University of North Carolina at Wilmington

One of the newer senior universities in the public sector, UNC-Wilmington, like UNC-Charlotte, is among the faster-growing institutions in the state. This fall's enrollment of over 3,000 has set a new record.

While its curriculum has some carry-over features from the original junior college, most of its academic programs are of somewhat more recent origin. Because of changes already in effect the influence of the Institute has been minimal. The team from UNC-W at Boone was largely concerned with becoming better informed about curricular trends around the country and within the state, in the expectation that the information would provide useful leads for future development.

After more than a year of reflection and study, a number of new features are being developed, including:

a. New undergraduate degree programs in
   - (1) Parks and Recreation,
   - (2) Anthropology,
   - (3) Social Work,
   - (4) Law Enforcement,
   - (5) Nursing, and
   - (6) Speech Communication.

b. Expansion of opportunities for credit by examination, with the maximum number of hours earned determined by the appropriate departments.

c. Teaching innovations, such as
   - (1) interdisciplinary and team teaching in:
     - a) Philosophy of Science,
     - b) Biology,
     - c) Creative Arts,
     - d) Marine Science, and
     - e) Latin American Studies.
   - (2) more alternatives to classroom lectures, such as use of
     - a) seminars,
     - b) tutorials,
     - c) independent study, often student-initiated.

d. New proposals for increasing effectiveness of teaching, including:
   - (1) self-evaluation,
   - (2) evaluation by others on the campus,
   - (3) use of
     - a) faculty workshops,
     - b) released time for study,
     - c) financial awards.

e. Use of students as peer counselors.

f. New program in advising early admission students.

g. Dramatic expansion of continuing education programs for both degree and non-degree students. A 600 percent increase in the latter category has been experienced within a very short period of time. This community service project is expected to continue spiraling.

h. By employing combined Institute and campus funds, a number of consultants have been brought to the campus to work on faculty development and curricular reforms. Planned activities during this year include work with the Syracuse University Instructional Development Center in establishing modular programs in several disciplines.

26. Wake Forest University, Winston-Salem[29]

Wake Forest, like other North Carolina institutions, admits to "a continuing commitment to the 'traditional' concept of liberal arts education." Nevertheless, the institution has a good record of exploring new ways of implementing this commitment. The workshop at Boone provided but one vehicle through which the University could and did examine alternatives to existing curricular and co-curricular programs.

If most of the innovations at Wake Forest were self-generated and self-inspired -- as in fact they were -- they, nevertheless, "benefitted enormously from the spirit of experimentation and excitement that characterizes IUCR, and from the strength of commitment that IUCR has made to higher education in North Carolina."

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[29] All quotations in this section are from the Wake Forest report, prepared by Dr. Robert N. Shorter.

Changes made at Wake Forest prior to Boone were among the many items for examination and discussion on the Institute agenda and served at least as a means of questioning or confirming, criticizing or endorsing, the steps previously taken.

Reference is to such provisions as:

a. Allowing credit on the basis of scores on CLEP and other standardized tests.

b. Giving advanced placement for college level work taken in high school.

c. Granting early admission to highly selected students without a high school diploma.

d. Using peer counselors with incoming freshmen. This is a carefully supervised program which began last year and has been expanded this fall.

e. Employing various alternatives to classroom lectures, including

(1) seminars,

(2) tutorials,

(3) team teaching, and

(4) independent study.

f. Offering greater flexibliity in course choices. "A new proposal . . . is the development of 'areas of interdisciplinary concentration' in combination with a department major. A history major, for example, might concentrate in medieval-renaissance, or modern American studies, taking integrated courses from at least four different departments. From this modest beginning . . . there may develop a true interdisciplinary major not related to any particular department."

By far the most innovative program at Wake Forest (probably unique in the country) is the spring 4-, 11-, and 15-week options. The nearly one hundred four-week courses now offered (typically four credit hours) are taken in January overseas, on campus, or elsewhere in the country. The eleven-week term, which follows immediately, provides the additional credit necessary to complete the semester's work. Students not electing the split semester program may take the usual fifteen-week offerings. Also, some combinations of the three programs are available. "What in effect Wake Forest has endorsed is the principle of flexible scheduling and flexible crediting of courses.

"Two examples, selected from many, will illustrate this flexibility. One department, Psychology, has developed nine modular courses, each lasting five weeks, and offered in sets of three during each third of the semester. A student may select one course during each 5-week period, and may take one, two, or three over the whole semester . . . .

"English majors may take any combination of 4-, 11-, and 15-week courses with credits ranging from 2 - 4, depending on the course (some courses offer either 3 or 4 credits at the student's option). Thus, some students may take fewer courses for concentration in depth, while others may take more courses for breadth, and still have the same range of total credits."

As a direct result of the Institute two programs are currently under study. The first proposal calls for the development of a Language Research Center "to help students with remedial problems in writing and learning." Professional staff would be augmented by trained student assistants. "Initially, the Center would address such problems as the basic grammar and mechanics of English, with some attention paid to rudimentary composition skills not reviewed in a normal freshman English class."

The second proposal is in the area of faculty development. With the assistance of Dr. Paul Eichmann of Syracuse and John Noonan of Virginia Commonwealth (both Boone consultants made available by IUCR funds) discussions were held on the campus on such topics as

1. student evaluation of faculty,
2. criteria for evaluations by administration,
3. concepts of faculty development, and
4. strategies and commitments needed for implementing a faculty development program.

No schedule has been set for implementation of this program, inasmuch as further study and reflection are considered necessary before any formal presentation can be made to the administration and faculty.

27. Warren Wilson College, Swannanoa

Warren Wilson had its beginnings as an educational institution in the 1890's, but did not operate as a senior college until 1965. During the brief ensuing period much time has been spent on the campus in curriculum and faculty development. While maintaining its liberal arts emphasis, many changes have taken place in the approaches to learning.

The process approach currently in use is built around core subjects, set up in eight-week calendar segments. Interdisciplinary courses and team teaching, together with great flexibility in choice of courses, characterize the curriculum. The interdisciplinary approach has tended to reduce the number of required courses and the hours necessary to satisfy the major.

Student-designed majors and independent study have been at the heart of the new program. Although the College has not yet developed an external degree program, some of the characteristics of such a concept already exist: (1) credit by examination in lieu of course work, (2) credit for work experience, (3) directed independent study, and (4) periodic student-professor conferences and seminars.

The College grants credit on the basis of CLEP scores, standardized tests and its own tests, with no specified limits. Credit is also given high school students for college level work, and early matriculation (after the junior year) has been in limited but successful operation.

Under the new calendar, variable credit for portions of course work completed is the rule rather than the exception. In addition to regular offerings the Academic Policy Committee may approve special requests which call for variable credit. Summer contract courses, for example, may range from one to three hours credit. Modular and minicourses, which are expected to increase as more experience with the new calendar is gained, may occupy as short as a ten-day interval.

The Process Core program permits students to alternate work and study, with much shorter drop-out periods. It also permits, in many instances, work experiences related to the student's course of study which, even without credit, add to the learning process. Field experience for credit is already available in such areas as: (1) Social Work, (2) Business, (3) Recreation, (4) Literary Education, and (5) the sciences.

Evaluation of teachers and teaching effectiveness has taken on new significance in the new curriculum. Both self-evaluation and critical evaluation by students and peers are utilized under the direction of a Committee on Teaching Effectiveness. A faculty growth program has been scheduled for this fall along with more conventional devices for teaching improvement: (1) faculty workshops, (2) graduate and postgraduate study, and (3) financial incentives under Title III and Lilly Foundation grants.

Living-learning dormitory situations are typical on a campus whose cosmopolitan student body easily lends itself to such breakdowns.

International House and foreign language units are illustrations of self-instruction campus segments. Peer counseling, while not yet fully formalized, plays an active role in the learning process.

Special work in reading comprehension and writing is provided for disadvantaged students and freshmen. While honor students are greatly involved in independent study, an effective program in advising is provided on their behalf. The learning laboratory has been expanded in both space and utilization.

The pass-fail option is available, and up to fourteen hours of work may be repeated with the second grade only used in computing grade point averages.

Advertisements in the Asheville area news media testify to Warren Wilson's stepped up interest in reaching adults. Courses in such areas as social work, music, and crafts have proved popular. Former overly-rigid admissions regulations have been sufficiently relaxed to permit access to the College's degree programs on the part of larger numbers of area adults.

The entire Process Core has been designed with competency-based learning in mind. In its development, liberal use of out-of-state and in-state consultants has been made, and approximately $100,000 in new funds have been brought to the campus for curriculum development. The Boone team and other faculty personnel have proved to be conscientious and effective in creating an academic program which undergirds the mission of the College in addressing the needs of present day students.

28. Western Carolina University, Cullowhee

Although Western Carolina was the site of the initial, 1972, Institute conference, participation in its activities was only peripheral at that time. The University felt that, with a new President not yet on the scene and other personnel changes taking place, its active participation would be more appropriate at a later date. The opportunity presented itself in 1974 and Western responded with a strong team at Boone.

Several events during the past year have served to color the activities on the campus: (1) the arrival of a new Chancellor, (2) the pending change-over from the quarter to the semester system, (3) the inauguration of cooperative programs in Asheville with UNC-A, and, perhaps most significant, (4) the acquirement of a federal grant of $1.7 million, the largest in the history of the institution.

Speaking of the grant, Chancellor Harold F. Robinson said, "It will be used in the areas of student counseling and placement, transfer from two year colleges, technology, technical assistance to the region, and planning, management and evaluation both of academic programs and all other university administration."

The calendar change is providing an excellent opportunity to revise courses in line with innovative features in practice throughout the country. A follow-up Institute grant is expected to promote a number of useful curricular reforms.

The cooperative program in Asheville will give added significance to Western's continuing education outreach. Approximately 1,000 students are enrolled in courses developed primarily for non-resident students. Other centers of educational activity, including a new one at Cherokee in the heart of the Indian Reservation, will underscore the University's commitment to serve the far western reaches of the state.

Progress can be recorded in certain specifics:

a. There has been some reduction and liberalization in general education requirements. There has also been much greater flexibility in choice of courses. Notable examples are in Business and Home Economics.

b. New degree programs on the drawing boards are in Social Work and Health Sciences, both in response to area needs.

c. Students may acquire credits on the basis of scores on CLEP and other tests with no present limit on number of hours. Credit for work experience, where it is related to the student's course of study, is under consideration. Credit for college level work in high school is granted when approved courses are taught by faculty from Western. Also, after the junior year, qualified high school students may enroll in the University.

d. Modular courses have been developed in a number of areas including

(1) Home Economics,
(2) Industrial Education, and
(3) Business Education.

In some of these there is variable credit, ranging from one to three hours.

e. A large portion of the new federal grant has been earmarked for the development of a counseling center which will include career and social-personal counseling as well as academic and professional advisement throughout the student's career. The counseling center, which will build upon an existing multi-faceted program, will be operational during the year and will be one of the finest in the state.

f. Both interdisciplinary and team teaching are in use at Western. Alternatives to classroom lecture include seminars, tutorials, independent study, and internships. In some instances, students enter an internship in other countries where there are strong ties, such as in portions of South America.

g. Teaching improvements are encouraged through

   (1) student and peer evaluations,

   (2) faculty workshops,

   (3) graduate and postgraduate study,

   (4) attendance at professional meetings, and

   (5) self-improvement projects.

h. Grading practices include use of the pass-fail option, and second grade options in courses repeated. Any student, after an absence of two years, may return to the campus, receive credit for work passed, and resume his studies.

Reference already has been made to the expanding programs in continuing education and to the substantial grant which has stimulated educational reforms at Western. This grant, which will be operational for three years, will assure further dramatic learning developments in the future.

29. Winston-Salem State University, Winston-Salem

At Boone the team from Winston-Salem State, while absorbing varieties of ideas on curricular change, decided to concentrate on five related specifics:

1. curriculum revision with particular interest in the development of several new programs,
2. competency-based modular instruction,
3. faculty development,
4. reversal of the high attrition rate at the University, and
5. revision of the freshman English program.

It was recognized that the successful completion of any one of these projects would prove to be a formidable undertaking. Their interrelatedness, however, dictated that concurrent activity on the proposals was highly desirable. Some progress can be reported in dealing with the topics:

a. Curriculum revisions include:

  (1) liberalization of general education requirements and increased flexibility in choice of courses;

  (2) approval of several new courses:

    a) Applied Science, a non-disciplinary major,

    b) Medical Technology,

    c) Psychology, and

    d) Urban Affairs;

  (3) development of a modular course in freshman English (similar to one at Syracuse University) which will enable students to move from one level of achievement to a succession of higher levels, each of which provides separate credit toward the completion of the course; and

  (4) introduction of the modular approach in Mathematics and Biology.

b. A number of the aforementioned curricular changes are designed to decrease the attrition rate at the University, now the highest in the state. Freshman courses in English, Mathematics, and Science have been particularly troublesome. The new design, calling for mastery at one level before moving to the next higher level, is expected to have a positive effect upon student retention.

The University has long provided counseling services and teaching aids through the Enrichment Center, but greatly expanded services have been proposed. Entering students and parents share in an orientation program. An advising team of thirty persons, chosen by the department chairmen, are given special training for work with freshmen. Student tutors-advisors are also used in the program. In still another emphasis, freshmen, with special problems, meet for five hours weekly with adult leaders to seek solutions. Admissions policies are also being examined for clues to attrition concerns. Finally, teaching effectiveness in reducing attrition is receiving major attention. The age-old questions persist: At what point is a teacher's dedication to excellence prostituted by relaxing achievement expectations? Is flunking students ever the only answer? When has a student quit trying? And why? Winston-Salem State is working seriously to find answers to these, and similar, disturbing questions.

Any total view of the campus cannot ignore certain other progressive features:

a. The use of variable credit in modular courses (as already noted) and in internships. Credits available in the latter range from three to twelve hours, depending upon the length and nature of the projects. Agreements on projects and specific hours for each must be made in advance of the work experience.

b. Expansion of service to the surrounding, particularly black, community through a stepped up continuing education program. Deliberate efforts have been made, through advertising and recruitment, to attract more adults to both credit and non-credit courses. Former rigid admissions requirements have been sufficiently relaxed to enable enrollment of older citizens and former drop-puts.

CHAPTER V

Institute Budget

The preceding pages have attempted to document some of the major results of more than three years of activity associated with the Institute for Undergraduate Curricular Reform. There is a strong consensus in North Carolina that relatively few of these accomplishments could have happened without the combined generous financial support from federal, state, and private foundations and agencies.

To be sure, any justification of expenditures as large as those for the Institute does not rest upon visible, statistical results alone. Account also must be taken of benefits to individual participants, more than 500 strong, who gave testimony to new friendships developed, new educational insights acquired, and new academic horizons explored. Recognition also must be given to the subtle, yet pervasive, climate for investigation, experimentation, and change which quietly invaded the several campuses. In all of these constructive happenings the real beneficiaries, of course, are the students, for the entire enterprise has been undertaken with their welfare in mind. Finally, it must be emphasized that all of the returns are not yet in. The impact of the Institute can reasonably be expected to continue for some years to come.

The Institute budget, which went through numerous emendations since the writing of the first proposal in 1971, adhered amazingly, rather meticulously, to the broad outline of expenditures originally scheduled. If there was a tendency to overexpend the budget during the first year, it was for the purpose of assuring a strong beginning and in line with the conviction that the extra funds needed for subsequent, planned activities would be forthcoming. In the end, by holding back some of the early intended expenditures and by acquiring additional grants, the full projected program was carried out. Such changes as were requested and approved from time to time were always within budgeted totals and in keeping with the overall objectives of the project.

The breakdown of income and expenditures follows:

Income

National Endowment for the Humanities		$450,000.00
Grant from NEH	$225,000.00	
Matching funds:		
State of North Carolina	103,390.00	
Z. Smith Reynolds Foundation	91,610.00	
Mary Reynolds Babcock Foundation	25,000.00	
Smith Richardson Foundation	5,000.00	
Additional from Foundations within the State		98,390.00
Z. Smith Reynolds Foundation	58,390.00	
Mary Reynolds Babcock Foundation	25,000.00	
Smith Richardson Foundation	15,000.00	
Fund for the Improvement of Postsecondary Education		49,000.00
	Total	$597,390.00

Expenditures
1972 - 1975 (Through June 30, 1975)

Salaries		$ 39,762.00
Director	$ 14,271.00	
Administrative Assistant and Secretary	21,383.00	
Employee benefits	4,108.00	

Travel		$ 77,012.00
1972 Institute, Cullowhee	$ 18,907.00	
1973 Institute, 9 workshops	24,461.00	
1974 Institute, Boone	21,897.00	
1975 Institute, Charlotte	11,747.00	
Supplies		6,901.00
Equipment		2,108.00
Books		8,486.00
Stipends		221,879.00
1972 Institute, Cullowhee	91,875.00	
1973 Institute, 9 workshops	30,236.00	
1974 Institute, Boone	95,298.00	
1975 Institute, Charlotte	4,470.00	
Postage and Telephone		2,584.00
Sub-Grants to Institutions		148,555.00
Expediters, 1972 Institute	126,520.00	
Campus follow-up Projects	22,035.00	
Reproduction		3,159.00
Evaluation and follow-up		20,817.00
Consultants		3,000.00
Reimbursement to NEH		1,306.00
		$535,569.00
Unexpended balance, June 30, 1975		61,821.00
Total		$597,390.00

Amounts Obligated July 1, 1975 -

Salaries		$ 6,900.00
Director	$ 4,000.00	
Administrative Secretary	2,000.00	
Employee benefits	900.00	

Travel, postage, telephone, supplies		$ 1,000.00
Reimbursement to FIPSE		1,047.00
Sub-Grants to Institutions for follow-up		52,874.00
Amount committed	$ 21,253.00	
Requests pending and anticipated	31,621.00	
Total obligated and anticipated		$ 61,821.00

These figures do not include costs of contributed services. In fact, no attempt has been made to determine the precise amount of money involved in these services, but combining known expenditures with conservative estimates the following statistics result:

Contributed Services

General Administration, The University of North Carolina			$106,327.00
Salaries (including benefits)		$ 98,037.00	
Administrative (directors and other)	$90,562.00		
Secretarial	7,475.00		
Travel		3,750.00	
Postage, telephone, supplies, etc.		2,150.00	
Equipment		2,390.00	
State of North Carolina Budget Office			6,000.00
Supervisory		5,500.00	
Auditing		500.00	
Participating Institutions (45)			222,000.00
Administrative ($1,500.00 per institution average)		67,500.00	

Released time for faculty and staff (500 at $300.00)	$150,000.00	
Other costs (@ $100.00 per campus) . .	4,500.00	
	Grand total	$334,327.00

Combining cash grants with the estimated cost of contributed services, the resulting total is $931,717.00. The actual costs could conceivably have been more than a million dollars. Released time of faculty, for example, is estimated at a much lower figure than in other comparable reports.

With regard to the actual budget of $597,390.00 several expenditure items call for elaboration:

1. Cost of administering the program was but a fraction of the amount originally projected, owing to the fact that salaries of the director and co-director were furnished largely by The University of North Carolina.

2. A total of $77,012.00 was expended for travel for the four major Institute sessions and all meetings associated with them. Travel for the seventy-five representatives at Cullowhee included two round trips between the home campus and Western Carolina University during the three-week period. It also included one round trip for each of the leaders, one of whom came from overseas. Included also were travel costs associated with pre- and post-Institute conferences.

The cost of travel for the 1973 Institute (nine workshops, averaging ten days to two weeks duration each) was somewhat higher. There were 242 representatives and leaders, three times as many as those at Cullowhee, but for shorter periods of time. Costs, as in 1972, also covered travel to and from pre- and post-Institute events.

In 1974 the 172 campus representatives were augmented by sixty-three consultants and staff. Considering the distances traveled by the consultants, largely from out-of-state, and by the in-state participants, the cost of $21,897.00 seems reasonable. When staff travel and attendance at pre- and post-Institute meetings are included, the total is quite in line with similar operations elsewhere.

The 1975 Institute involved nearly 300 persons, by far the largest number for any of the programs. Travel costs for this long weekend event (Friday through Sunday) were proportionately higher than for the other Institutes, but other costs were considerably less.

3. The most expensive single item in the entire Institute budget was for stipends, $221,879.00. The cost in 1972 was proportionately higher than in subsequent years, owing to the fact that faculty members were compensated, beyond room and board, for time spent at Cullowhee and at the follow-up campus Commission meetings. In the subsequent Institute projects stipends were limited to honoraria for leaders and board and room for all participants. In 1973 representatives were allowed $30.00 per day subsistence while in 1974, because of increased costs, the per diem allowance rose to $35.00. The 1975 figure does not include cost of board and room for representatives which was paid for separately by the Institute from designated funds. Consequently, this figure ($4,470.00) is lower than might have been expected.

4. Sub-Grants to the institutions were substantial in 1972 because of payments for "expediters" on the campuses. The amount was actually somewhat lower than the $16,000.00 per campus (for the fifteen campuses) originally proposed. This figure was reduced to $12,000.00 per campus as a result of budgetary constraints. Two campuses elected not to set up Institute-paid "expediters" at all, while four others asked only for partial payments, one at $10,000.00

two at $3,000.00, and the last at $2,520.00. Thus, the total for "expediters" amounted to $126,520.00.

The other expenses in this category ($22,035.00) went toward funding campus projects which were direct outgrowths of the Institute. Because unexpended funds will go largely to similar campus projects, final accounting will show a marked increase in this budget item. These remainder funds, it should be pointed out, were not restricted to the post-Cullowhee (post-1972) participant institutions, on the grounds that "expediters" could not fairly be termed substitutions for project grants. The Institute has simply lived with what has been considered some unavoidable inequities, insofar as institution-by-institution funding is concerned. It was reasonably held, too, that some 1972 institutions, at their stage of development, could profit more from nominal funding than others whose developments were still in the future.

That the institutions have not depended heavily upon Institute funds for post-Institute project grants is borne out by the fact that virtually all of them have used Institute-initiated projects to seek outside support. While the total number of grant proposals and total amount of funding requested are not known, the amounts received by the institutions at this date are known to be well in excess of ten million dollars. It would, of course, be presumptive for the Institute to take full credit for this significant activity, for much of the funding would have been sought and secured anyway. Nevertheless, it should be pleasing to the grantors, as it is to The University, that the faith and funds invested in the Institute have returned many times over. Continuing "seed" grants should produce further multiplication.

Other items in the budget appear clear enough not to require special comment.

CONCLUSION

The Institute for Undergraduate Curricular Reform is not over in North Carolina. Its influence is calculated to continue, for (1) there are participants from the three years of activities who have caught the spirit of curricular adventuring, (2) there are still projects under way on the campuses to be completed,[30] (3) there are still requests for funding to be reviewed and approved, and (4) the General Administration of The University of North Carolina still feels obligated to the grantors and the institutions to offer whatever advisory services will continue to promote educationally sound and academically respectable curricular reforms.

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[30] E.g., the course on Principles and Practices of College Teaching at the University of North Carolina at Chapel Hill. See Appendix O for prospectus.

APPENDICES

MEETING OF INSTITUTIONS PARTICIPATING

IN THE

INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM

11:45 A.M., Monday
March 13, 1972

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Greensboro, North Carolina

AGENDA

1. Current Status of Funding (I in folders)
2. Evaluators (II)
    - A. Their roles
    - B. Their visits to campuses
    - C. Their reports
3. Seminar Leaders (III)
    - A. Their roles
    - B. Their planning conference, April 14 - 16, 1972
    - C. Their visits to campuses
    - D. Their reports
4. Institutions' Wishes for Students at Cullowhee
    - A. Student participation
    - B. Credit for participating students
5. Budget Projections by Institutions (IV)
    - A. New disbursements caused by participation
    - B. All disbursements attributable to participation
    - C. Federally-approved indirect-cost percentages on various kinds of grants
6. Immediate Appointment of Teams
7. Early Appointment of Presidential Commissions
    - A. The importance of the President
    - B. The immediate task of the commissions
    - C. The ultimate task of the commissions
8. A Tentative Publicity Schedule (V)
9. Publication of Summer-Session Proceedings
10. Invitations to "Outside" Speakers (VI)
11. Peripheral Plans in Process
    - A. Accommodations and recreation for families in Cullowhee
    - B. An Educational Information Resource at Cullowhee
12. Questions from Participants

ADJOURNMENT

PROGRAM FOLLOWING THE INAUGURAL BANQUET
OF THE

INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM

6:00 P.M., Sunday, June 18, 1972
Western Carolina University
Cullowhee, North Carolina

The Speakers in the Order of Their Introductions:

THE REVEREND JAMES SOLARI:	Dean of Belmont Abbey College
CAMERON P. WEST:	Vice President for Planning, the University of North Carolina
FRANK H. BROWN, JR.:	Acting President, Western Carolina University
SAMUEL R. SPENCER, JR.:	Vice President, the North Carolina Association of Independent Colleges and Universities, and President, Davidson College
THOMAS A. COLLINS:	President, the North Carolina Association of Colleges and Universities, and President, North Carolina Wesleyan College
J. LEM STOKES, II:	Acting Director, the North Carolina State Board of Higher Education
JUDGE SAMMIE CHESS:	The North Carolina State Board of Higher Education
WILLIAM C. FRIDAY:	President-Elect, the new sixteen-campus University of North Carolina
MACEO A. SLOAN:	The Planning Committee of the Board of Governors
THE HONORABLE ROBERT W. SCOTT:	Governor of North Carolina
IVY HIXSON:	Dean, Salem College
E. ASHBY JOHNSON:	Associate Director of the Institute and Director, Jefferson House, Florida Presbyterian College
Presiding: JOHN SATTERFIELD:	Director of the Institute and the Center for the Continuing Renewal of Higher Education and Assistant Director, the North Carolina State Board of Higher Education

INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM

TENTATIVE SCHEDULE

SUNDAY, JUNE 18

4:00 pm Registration for Institute and room assignments for participants and dependents opens in Brown Cafeteria.

6:00 pm Opening banquet, Brown Cafeteria.
Main speaker: the Honorable Robert W. Scott, Governor of North Carolina.

MONDAY, JUNE 19

9:00 am Cherokee Room, University Center
Introduction of the Staff
Aims of the Institute: John Satterfield

10:00 am Break

10:30 am Initial meetings of teams with assigned seminar leaders

Group 1.	Catamount Room, University Center
Group 2.	First Section, Grand Room, University Center
Group 3.	Third Section, Grand Room, University Center
Group 4.	Cardinal Room, University Center
Group 5.	Cherokee Room, University Center

12:00 Noon Lunch.

2:00 pm Team Meetings

Group 1.	Dogwood Room, University Center
Group 2.	First Section, Grand Room
Group 3.	Third Section, Grand Room
Group 4.	Cardinal Room
Group 5.	Cherokee Room

4:00 pm Break

4:30 pm Film, *Civilization*, I
Cherokee Room, University Center

6:00 pm Dinner

7:30 pm Curricula Options: On Breaking the Monolith: Joseph Shoben
Cherokee Room, University Center

TUESDAY, JUNE 20

9:00 am Cherokee Room, University Center
Learning While Working Off-Campus: Staff of the North Carolina Internship Office.

10:30 am Break

11:00 am Team meetings for discussion of curricular and cocurricular interplay
- Group 1. Catamount Room
- Group 2. First Section, Grand Room
- Group 3. Third Section, Grand Room
- Group 4. Cardinal Room
- Group 5. Cherokee Room

12:00 Noon Lunch

2:00 pm Teams meet assigned seminar leaders
- Group 1. Dogwood Room
- Group 2. First Section, Grand Room
- Group 3. Third Section, Grand Room
- Group 4. Cardinal Room
- Group 5. Cherokee Room

3:30 pm Break

4:00 pm Meetings of Interest Groups
Cherokee Room and First Section, Grand Room

6:00 pm Dinner

7:30 pm Film, Civilization, II
Cherokee Room

WEDNESDAY, JUNE 21

9:00 am Interdisciplinary and Nondisciplinary Studies: Ashby Johnson
Cherokee Room

10:00 am Break

10:30 am Team meetings for discussion of interdisciplinary programs and obstacles to them

12:00 Noon Lunch

2:00 pm Film, Civilization, III

3:00 pm Team meetings for praise and condemnation of Kenneth Clark

4:00 pm Break

4:30 pm Biographical Measurement of Students: Robert Ellison
Cherokee Room

6:00 pm Dinner

7:30 pm The Secretary's Task Force to Implement "Report on Higher Education": Russell Edgerton

THURSDAY, JUNE 22

9:00 am Cherokee Room, University Center
Individualization of Instruction: Pressley McCoy

10:00 am	Break
10:30 am	Separate team meetings with or without consultants
12:00 Noon	Lunch
2:00 pm	Cherokee Room, University Center Independent Study: A Panel Report on Examples and Problems: Ashby Johnson, Jack Bevan, Jerry Gaff, Pressley McCoy
3:00 pm	Break
3:15 pm	Interest Groups:
	Evaluation of Learning (Grading, Testing, etc.) Jerry Gaff, John Haines, Chuck Meinert -- Cherokee Room
	Co-op Education. Representatives of Mars Hill with David Kiel -- Dogwood Room
	Counseling and Advising: Two Groups Jack Bevan, J. B. Hefferlin -- Cardinal Room Pressley McCoy, Joe Shoben -- Catamount Room
4:30 pm	Break
4:45 pm	Film, Civilization
6:00 pm	Dinner
7:30 pm	Discussion Groups: O'Connor, "Everything That Rises Must Converge"

FRIDAY, JUNE 23

9:00 am	Cherokee Room, University Center Faculty Styles: Jerry Gaff
10:00 am	Break
10:30 am	CBS News Film, "What's New in the Classroom?" followed by Irina Posner, associate producer of the film
12:00 Noon	Lunch
2:00 pm	Cherokee Room, University Center A Simple Program for Planning: John Haines
3:30 pm	Break
4:00 pm	Interest Groups:
	Articulation Between High School and College: Chuck Meinert Cherokee Room
	The Economics of the Curriculum: Jack Bevan Killian 104

6:00 pm	Dinner
7:30 pm	Film, Civilization

WEEKEND FREE

(First scheduled meeting of the second week: 9:00 a.m., Monday morning, Cherokee Room, University Center)

MONDAY, JUNE 26

9:00 am	Bryce Jordan: An Undergraduate Program without Departments (The genesis of the undergraduate program of the University of Texas at Dallas, which attempts to maintain the integrity of the disciplines without interfering with the education of undergraduates.) Cherokee Room
10:00 am	Break
10:30 am	Team meetings
12:00 Noon	Lunch
1:30 pm	Keith Shumway: Calendar and Program at Ottawa University (In 1970 Ottawa University adopted a 2-2-1-2-2 calendar and a program organized around a common core, student contracts, and advising. This session will explain the substance of Ottawa's plan.)
2:30 pm	Break
3:00 pm	Interest Groups: Keith Shumway, Cherokee Room Bryce Jordan, Dogwood Room, Second Floor, University Union Faculty Evaluation and Development (two sessions): Jerry Gaff, Cardinal Room, Second Floor, University Union Joe Shoben, Room 104 Killian
4:15 pm	Break
4:30 pm	Film, Civilization, Cherokee Room
5:30 pm	
6:00 pm	Dinner
7:30 pm	Discussion Groups: Waiting for Godot (For the discussion of this play, please join the same group that met to discuss "Everything that Rises Must Converge." Same rooms.)

TUESDAY, JUNE 27

9:00 am	J. B. Hefferlin: Tactics and Strategies of Reform. (General discussion of the problems likely to be encountered in curricular change, based on team assessments of institutional obstacles; with some tactical and strategic ideas for overcoming them.) Cherokee Room.
10:00 am	Break
10:30 am	Keith Shumway: How We Got Where We Are at Ottawa. (A case example of the adoption of a new program and calendar, illustrating the problems and processes that were involved at Ottawa University.)
12:00 Noon	Lunch
1:30 pm	Bryce Jordan: Internal Politics without Departments. (Potential political problems within a non-departmental institution. Example: if "English" or "Geo-sciences" operate only as voluntary associations rather than as departments, how can they influence the curriculum, recruit and promote their faculty members, and guarantee national visibility for themselves?) Cherokee Room.
2:30 pm	Break
3:00 pm	Team meetings (Drs. Jordan and Shumway and staff available for consultation.)
4:15 pm	Break
4:30 pm	Film, Civilization, Cherokee Room
5:30 pm	
6:00 pm	Dinner
7:30 pm	Presentation by Student Members of the Teams. Cherokee Room

WEDNESDAY, JUNE 28

9:00 am	Interest Groups:
	Jack Bevan: "Raymond, Covell, and Callison Colleges at the University of the Pacific" Dogwood Room
	Jerry Gaff: "Interdisciplinary Science Programs" Cardinal Room
	J. B. Hefferlin: "Intensive Courses" Small Room 104, Killian
	Pressley McCoy: "Johnston College, University of the Redlands; and Individualized Instruction at United States International University: Catamount Room

Johnson C. Smith Team: "An Approach to a Freshman and Sophomore Program: New Doorways to Teaching and Learning" Large Room 104, Killian

Joe Shoben: "The Evergreen State College" Cherokee Room

10:30 am Break

11:00 am Film: CBS REPORTS: "Why College?" 104 Killian

12:00 Noon Lunch

Afternoon and Evening — Respite —

THURSDAY, JUNE 29

9:00 am Jack Bevan: "Governance and the Growing Risks," Cherokee Room

10:15 am Break

10:45 am Team meetings

12:00 Noon Lunch

1:30 pm Charles Meinert: "Developing Techniques for Evaluating Institutions," Cherokee Room

2:45 pm Break

3:15 pm Team meetings

5:30 pm Dinner

7:00 pm Discussion, "Who's Afraid of Virginia Woolf?" Cherokee Room

FRIDAY, JUNE 30

9:00 am Oral Reports by Teams (10 to 15 minutes each)

1. Cherokee Room: (Bevan, Hefferlin, Kiel)
   Campbell, North Carolina Wesleyan, Pembroke, Shaw, UNC-Asheville

2. Room 104 Killian: (Haines, McCoy, Satterfield)
   Elon, Greensboro, J. C. Smith, N. C. A & T State U., NCSA
3. Second Floor Lounge, University Union: (Johnson, Meinert, Shoben)
   Davidson, Mars Hill, NCCU, Salem, UNC-CH

12:00 Noon Lunch

1:30 pm Discussion, Up the Organization, Cherokee Room

3:00 pm *Civilization* films

5:30 pm Dinner

MONDAY, JULY 3

9:00 am Cherokee Room, "The Final Week's Work"

9:30 am Team Meetings

Bevan (Catamount)
Davidson College, Johnson C. Smith University, Salem College

McCoy (First Section, Grand Room)
North Carolina A & T, North Carolina School of the Arts, Greensboro College

Shoben (Third Section, Grand Room)
N. C. Central, Mars Hill College, UNC-Asheville

Gaff (Cardinal Room)
Campbell College, N. C. Wesleyan, Shaw University

Hefferlin (Cherokee Room)
Pembroke State University, UNC-Chapel Hill, Elon College

10:30 am Break

10:45 am Expediters meet Staff in Cherokee Room

12:00 Noon Lunch

1:30 pm Teams meet individually with or without staff consultant.
Not available, 1:30 - 2:30: McCoy, Hefferlin, Satterfield.
Not available 2:30 - 3:30: Gaff, Hefferlin, Shoben.

4:30 pm *Civilization* Film, Cherokee Room

5:30 pm Dinner

7:30 pm Discussion Groups: *The Deputy*. (See blackboard in Cherokee for places.)

TUESDAY, JULY 4

9:00 am Teams meet individually without staff. Staff meets.

11:00 am Plenary session for announcements and further schedule
Cherokee Room
Civilization: Film XIII -- the final film in the series, stating Kenneth Clark's thesis.

12:15 pm Lunch

1:30 pm Team Work Sessions
Interest Group: The *Civilization* Series (Cherokee Room)

3:00 pm Break

3:30 pm Team Work Sessions

6:00 pm Dinner

7:30 pm Dr. Calvin W. Taylor, University of Utah. Cherokee Room

WEDNESDAY, JULY 5

9:00 am Team work sessions

10:30 am Dr. Calvin Taylor (Grand Room, 3rd Floor)
I. Evaluation of Education Renewal
II. Accountability

12:00 Noon Lunch

1:30 pm Team Work Sessions
Interest group (104 Killian) preferably for teams as units: Kiel and Shoben, "Exercises in the Ecology of Change."

3:00 pm Break

3:30 pm Dr. Calvin Taylor (Grand Room, 3rd Floor)
The Alpha Biographical Inventory: Selection and Production of Multiple Types of High-Level Manpower

5:30 pm Dinner

6:45 pm Bus leaves Helder Dormitory for "Unto These Hills," bus fare $1.00 per person.

7:30 pm Discussion group, University Center, 2nd Floor Lounge, *Siddhartha*

THURSDAY, JULY 6

9:00 am Team Work Sessions (Students missing)
Dr. Calvin Taylor will meet students in Cherokee Room.

10:30 am Break

11:00 am Team Work Sessions
Interest group: Gaff, Catamount Room, Bibliography

12:00 Noon Lunch

1:30 pm Team Work Sessions
Interest group: Student-led discussion in Cherokee Room.

3:30 pm Plenary session, Cherokee Room.
Chancellor Ernest Boyer, State University of New York

5:00 pm Early dinner after passing through cafeteria line, private dining room, Brown Cafeteria

7:30 pm	Staff: Evaluation Meeting Participants: Party in the dorm

FRIDAY, JULY 7

9:00 am	Plenary Session, Cherokee Room Hefferlin, Kiel, McCoy: "Tactics and Strategies of Change"
11:00 am	Break
11:20 am	Sunday speakers in Cherokee Room
12:00 Noon	Lunch
	Departures at will.

STAFF

Dr. John M. Bevan, Vice President for Academic Affairs, Davidson College, Davidson, North Carolina

Dr. Russell Edgerton, Fund for the Improvement of Postsecondary Education, Washington, D. C.

Dr. Robert Ellison, University of Utah

Dr. Jerry G. Gaff, Visiting Professor, Center for Educational Research, Leyden, Netherlands

Mr. Robert Gould, Professor Emeritus of Music, Eckerd College, St. Petersburg, Florida

Dr. John R. Haines, Director, Higher Education Management Services, State Education Department, Albany, New York

Dr. J. B. Lon Hefferlin, Co-director, Academic Administration Project, Ellis L. Phillips Foundation, Berkeley, California

Dr. Ashby Johnson, Eckerd College, St. Petersburg, Florida

Dr. Bryce Jordan, the University of Texas at Dallas

Mr. David Kiel, Intern, the University of North Carolina at Chapel Hill, Chapel Hill, North Carolina

Dr. Pressley McCoy, Director, University College, United States International University, San Diego, California

Dr. Charles Meinert, Bureau of College Evaluation, State Education Department, Albany, New York

Dr. Roger Panetta, Marymount College, Tarrytown, New York

Ms. Irina Posner, CBS News, New York

Dr. John Satterfield, Director, Center for the Continuing Renewal of Higher Education, State Board of Higher Education, North Carolina

Dr. Joseph Shoben, Executive Vice President, The Evergreen State University, Olympia, Washington

Mr. Robert L. Sigmon, Director, North Carolina Internship Office

Dr. Keith Shumway, Ottawa University, Ottawa, Kansas

Dr. Calvin W. Taylor, University of Utah

APPENDIX D

GENERAL REPORT

INTRODUCTION

This assessment of the 1972/73 North Carolina Undergraduate Curriculum Reform Project will focus on the theory, organization, and implementation of the undertaking with the objective of providing information which will be of use in strengthening future educational undertakings of this type.

Analysis is based upon written material submitted by institutions before, during, and after the Summer Institute, upon personal observation and testing at the Cullowhee Institute, and on Spring 1973 visits to the campuses of ten participating colleges (the other five are scheduled for visits in Fall 1973).

There has been no attempt to evaluate individuals associated with the project or provide detailed studies of individual colleges. Although such studies would be extremely useful in a summative evaluation, they are far beyond the time and budgetary limits of this assessment design.

Although the analysis of individual institutions indicates a wide variation in the accomplishments growing out of the Undergraduate Curriculum Reform Project, the collective achievement was substantial. New academic programs have been initiated, courses revised, proficiency testing and experimental learning adopted, grading systems reviewed, faculty development/evaluation adopted, student services strengthened, goals clarified, community services stressed, and grants for further development obtained. In addition, there was a ferment on many campuses which made people aware of instititutional/ educational issues, identified those interested in experimentation, and highlighted the problems of change. Within the context of these accomplishments, it may be useful to comment on some of the problems identified in the evaluation of the

Project and to offer a few suggestions for future undertakings of this nature.

I. Theory

The hypothesis of the Project stated that the undergraduate curriculum was in need of reform and that a statewide (multi-institutional) approach was a useful vehicle to achieve this end. This statement contained two assumptions and required two definitions. Many subsequent project issues and difficulties had their source in these points.

The first definition, which was never stated clearly, involved the meaning of undergraduate curriculum. To some, this meant the academic programs of the institution while others defined it to include all activities of an institution to which the student was exposed. Another aspect of the term was the tendency, perhaps unconscious, to focus on the liberal arts, particularly the core curriculum and neglect/exclude professional, vocational, or continuing education dimensions.

A second definition that caused difficulty was the meaning of reform. Are change and reform synonymous and if not, what criteria should be used to differentiate them? Difficulties of assessment are rooted in the lack of clarity on this subject.

Even with clearer definitions, the assumption that the undergraduate curriculum needs reform is open to challenge. Although there is considerable evidence of concern about the context and purpose of the undergraduate years in educational literature, and although the Institute staff subscribed to a belief in the need for reform activities, there appeared to be participants who did not share that belief and campuses that were comfortable/satisfied with business as usual. Modest changes in some fringe area might be accepted by many, but major changes in the heartland appeared unwelcome by most. It is no wonder that the initial Institute sessions devoted to making the case for reform (and suggesting some directions) produced tension and some hostility in many participants. It may seem rather contradictory, but many of the institutions and individuals who volunteered to participate in the Project apparently did not fully share the central assumption of the undertaking.

The second assumption -- that a statewide approach was useful -- is also open to question. Although a multi-institution Institute may make efficient use of resource people and stimulate interchange among institutions, efforts to involve all baccalaureate institutions in a specific geographic area impose several difficulties. The differences in size and type of institution are great and campus conditions may be unique in certain areas -- this was a Cullowhee theme song. It may also be difficult for institutions that are close geographically to work with each other because there frequently exists a "pecking order" or "sense of one's place" that inhibits productive interaction. Another difficulty, particularly for the latter stages of the Project, will be the involvement of all the eligible institutions.

II. Organization and Implementation

The comments in this section will deal with the Cullowhee Institute, the summer meetings on each campus, the Commission activities during the academic year, activities of the Expediter, student contributions, and the role of the central office.

The summer meetings held on each campus following the Institute with an expanded commission (15 total) were an imaginative attempt to broaden the impact of the Cullowhee team on the campus during the academic year. In many cases this was not a productive venture; activities were of a part-time nature and consisted of telling about and defining the team's Cullowhee decisions. The most impressive use of this period was by one college that involved all department chairmen and key administrators (about 30) in an organized discussion and planning.

The Commission activities during the year were also rather minimal in most cases. Generally, few meetings were held for most Commissions were outside the regular decision-making process of campus governance and lacked the budgetary powers of the administration. There was little effort to institutionalize the development/assessment process so reform/change could continue on a self-sustaining basis.

The Expediter, although busy and useful in some cases, did not appear a critical ingredient worth substantial funding. The responsibility/role of the Expediter was not clear but he did not appear to be a key leadership figure and in some cases did not maintain substantial records of activities.

Student contributions at the Institute and on the campus were also disappointing and most students involved experienced a sense of frustration. Most students may lack the patience and skill for dealing with faculty committees; but they did provide a token representation of the consumer.

The role of the central office in the Project was never clearly stated; however, the limited staff and organizational transition would have made a substantial role extremely difficult.

The activities of the Cullowhee Institute were discussed in detail in an earlier report, the perspective of this paper suggests that although evidence indicates that the Institute had the most impact of any single phase of the Project, it needs rethinking in terms of its personnel, time span and agenda. This is particularly true in view of the comments concerning the minimal input of students and the marginal contribution of the summer meetings of the enlarged campus commissions.

RECOMMENDATIONS

The preceding critical comments pointing out areas of difficulty may be rather depressing -- administrative participation, leadership and active support were not available in many institutions; faculty frequently resisted significant curricular changes and minimized student input; apathy, indifference, and the status quo mentality appear strong at most institutions; and commissions were not powerful agents of change in most cases.

The list of difficulties could be extended, but most of these problems might have been predicted before the program began for the process of educational change is a frontier where success comes slowly. Project activities thus far have yielded some benefits, not only in terms of campus changes, but in terms of the insight provided into the approach utilized in the Project. The following items are suggested for consideration in the planning of future activities of this type.

1. The general assumption that undergraduate education is in need of careful examination/modification so it may better meet the needs of "traditional students" and "new learners" appears sound. It may be useful, however, more clearly to focus on specific aspects of the problem and be more subtle about the reform aspects. It might be better to avoid this word, for it has implications that what is being done is "wrong" and those associated with these activities are guilty in some sense. This is hardly the approach that will elicit friendly consideration of basic issues.
2. The statewide nature of the Project may be "given" at this point but to the extent it is possible, there should be a careful selection of participating institutions. This does not imply that only "winners" should be allowed to participate; but it does indicate that the desire of a chief executive officer to involve his institution may not be a sufficient basis for participation. With sufficient lead time, it should be possible to require some evidence

of readiness on the part of participants.

3. The Institute should be preserved as the mainspring of the Project; however, its time span and agenda need to be reexamined. The three-week duration Institute followed by three or four more weeks of meetings on campus was too long to sustain effective enthusiasm. A more intensive Institute for a ten-day period without interruption might be considered.
4. The selection of the Institute/Commission team is also of critical importance. Participation of the chief executive or academic officer (or both) is essential. Key faculty, normally full professors, and/or chairmen are also highly desirable. Adequate lead time is necessary to avoid the last minute search for participants who are without other employment.
5. Substantial information and understanding of the situation existent on the campus of each participating institution is necessary in the planning stage in order that the Institute may be individualized to better meet common and special needs. More than correspondence or a visit with the President is necessary to obtain this insight.
6. The precise role of students in the Project needs careful consideration. The principle of some form of participation seems sound but the form may vary on each campus. Perhaps some students from non-participating institutions would also be useful at the Institute. The contribution of women and minority educators should not be overlooked in the composition of the teams and the Project/Institute staff.
7. The idea of an enlarged campus workshop following the Institute needs reconsideration. It may be better to bring a larger group from each institution directly to the Institute as a means of broadening the impact/involvement on each campus.

8. The role and function of the Commission during the regular academic year needs very careful study. The relationship between an ad hoc body of this type and the regular institutional decision-making process requires sensitive articulation.
9. Efforts should be made to institutionalize a system of continuous self-assessment which will function beyond the more immediate period of Project activities.
10. Increased attention should be given to the theory, strategy, and techniques of change. Without skill in implementation, little comes of good ideas. The role of the Expediter as a change agent needs review in this respect.
11. The assessment of the Project could be improved by clearer Project objectives, by more detailed information about institutions before they participate in the Project, by a fuller observation/recording of events that occur on each campus, and by a longer term follow-up study.
12. The staff of the Board of Governors should play an active role in promoting the statewide role of the Project by sponsoring newsletters, meetings, and other activities to further improve undergraduate education.

APPENDIX E

INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM

Post-Institute Questionnaire
1975

____
Institution

I. GENERAL EDUCATION REQUIREMENTS

A. Institution-Wide Requirements

1. Which of the following requirements have been changed since IUCR?

	New	Eliminated	Liberalized	Being Studied
a. Physical education	___	___	___	___
b. Foreign language	___	___	___	___
c. English	___	___	___	___
d. Science	___	___	___	___
e. Mathematics	___	___	___	___
f. Social science	___	___	___	___
g. None	___	___	___	___
h. Other (Specify below)	___	___	___	___

____

____

B. College or School Requirements

1. Indicate changes since IUCR:

	Increase	Decrease	Being Studied
a. Total hours for graduation	___	___	___
b. Flexibility in course choices	___	___	___
c. Overall areas of study	___	___	___
d. Other (Specify below)	___	___	___

____

____

C. Departmental or Major Requirements

1. Indicate changes since IUCR:

	Increase	Decrease	Being Studied
a. Total hours in major or department	___	___	___
b. Flexibility in course choices within major	___	___	___
c. Flexibility in course choices in related areas	___	___	___
d. Use of interdisciplinary courses to satisfy major requirements	___	___	___
e. Other (Specify below)	___	___	___

____

____

II. NEW DEGREE PROGRAMS

A. General Studies Degree Programs

1. Since the Institute, has a degree program not requiring a specific major field of

study been inaugurated? Yes_____ No_____ Considering_____

2. If yes, describe briefly:

____

____

____

3. Is the program limited to academically superior students?
Yes_____ No_____

B. Student-Designed Major

1. Has your institution begun, since IUCR, a degree program in which the student devises (with consultation) his own field of concentration or major, often cutting across several disciplines?
Yes_____ No_____ Considering_____

2. If yes, describe briefly:

____

____

____

3. Is the program limited to academically superior students?
Yes_____ No_____

C. External Degree Programs

(Definition: An external degree program as defined here is a program in which a student is allowed to work toward a degree without being required to attend classes on campus. The program may be conducted by any unit of the college or university or by a separate college set up specifically to administer the external degree program. Most programs are characterized by one or more of the following features, although all are probably not found in any one program:

- Study conducted primarily by correspondence, tapes and television.
- Flexibility in working out a program of study, not necessarily along traditional lines.
- Credit for skills or knowledge acquired outside the academic world, including personal and job experiences that have a direct bearing on the degree being sought.
- The substitution of tests for some courses.)

1. Has your institution initiated an external degree program since IUCR?
Yes_____ No_____ Considering_____

2. If yes, indicate which of the following are components of the program:
   a. Credit is granted for satisfactory completion of examinations in lieu of some coursework. _____
   b. Credit is granted for course-related work experience. _____
   c. Educational television and other audio visual aids are used extensively. _____
   d. Correspondence courses are used extensively. _____
   e. Directed independent study is used extensively. _____
   f. Students work out their own courses of study under faculty supervision. _____
   g. On-campus seminars. _____
   h. Periodic student-professor meetings. _____
   i. Limited stay on campus (specify amount of time). _____

____

j. Other (Specify below) _____

____

____

3. What type or types of degrees are offered through the external degree plan? (Example: Bachelor of Liberal Studies.)

____

____

____

D. Time-Shortened Degree Programs

1. Has your institution established, since IUCR, a time-shortened degree program?
Yes_____ No_____ Considering_____

2. If yes, describe briefly:

____

____

____

III. CREDIT OPTIONS

Has your institution changed its policies since IUCR with respect to the following:

A. Credit by Examination

1. Does the institution grant academic credit on the basis of scores on CLEP or other standardized tests? Yes_____ No_____ Considering_____

2. Does the institution grant such credit on the basis of its own tests?
Yes_____ No_____ Considering_____

3. What is the maximum number of credit hours a student can earn by examination? _____

B. Credit for Work Experience

(Note: Requiring work experience for which credit is not granted or requiring field experience as a part of a regular course does not meet the definition of this category.)

1. Has your institution initiated, since IUCR, a policy and procedure for granting credit for work experience? Yes_____ No_____ Considering_____

2. If yes, describe briefly:

____

____

____

____

3. What is the maximum amount of credit which a student may earn for on-the-job experience? _____

C. Credit for College-Level Work in High School

1. Has your institution changed its policies, since IUCR, so as to grant college credit for high school work? Yes_____ No_____ Considering_____

2. If yes, is validation by:
   a. Examination? Yes_____ No_____
   b. Performance in college courses in the same or related disciplines? Yes_____ No_____
   c. Other? Yes_____ No_____
3. Has your institution, since IUCR, established a policy of matriculation of high school students for college credit during the summers prior to their senior year? Yes_____ No_____ Considering_____
4. Since IUCR, has your institution established a policy of matriculating high school students during their senior year? Yes_____ No_____ Considering_____

D. Variable Credit
1. Has your institution, since IUCR, initiated a policy for granting credit for satisfactory work short of the amount of work awarded for completion of a course? Yes_____ No_____ Considering_____
2. If yes, describe briefly:

____

____

____

IV. COURSE INNOVATIONS

Some institutions are subdividing traditional courses, particularly at the lower division level where enrollments are high, into discrete modules with each module carrying its own credit. Typically a traditional three-credit course would be divided into three modules. A variety of options may be made available in the form of minicourses, usually as the final module after basic concepts have been developed in the earlier modules.

A. Structural Innovation
1. Has your institution developed modular courses since IUCR? Yes_____ No_____ Considering_____
2. Has your institution developed minicourses? Yes_____ No_____ Considering_____
3. List other innovative course structures that your institution has implemented or is experimenting with:

____

____

B. Content Innovation
1. List examples of new courses added by your institution as a result of participation in IUCR:

____

____

____

____

V. TECHNOLOGICAL INNOVATIONS

A. Television, Film, Slides, Computers, Audio Materials, etc.

1. Has utilization of these media shown any change since IUCR?
   Increase_____ Decrease_____ No Change_____
2. Has a learning laboratory been developed or expanded since IUCR?
   Developed_____ Expanded_____

VI. TEACHING INNOVATIONS

Since IUCR, has your institution been involved in teaching innovations in any of the following:

A. Interdisciplinary Teaching Yes_____ No_____ Considering_____

B. Team Teaching Yes_____ No_____ Considering_____

C. Alternatives to Classroom Lecture:

1. Seminars Yes_____ No_____ Considering_____
2. Tutorials Yes_____ No_____ Considering_____
3. Independent study Yes_____ No_____ Considering_____
4. Other (Specify below) Yes_____ No_____ Considering_____

VII. TEACHING EFFECTIVENESS

A. Has your institution, as a result of IUCR participation, experienced any change in policy with regard to improving and evaluating teaching?
Yes_____ No_____ Considering_____

B. If yes, do policy changes involve any of the following:

1. Evaluation of faculty by:
   a. Students Yes_____ No_____ Considering_____
   b. Faculty peers Yes_____ No_____ Considering_____
   c. Other (Specify below) Yes_____ No_____ Considering_____
2. Provision for improvement through:
   a. Faculty workshops Yes_____ No_____ Considering_____
   b. Graduate and post-graduate study Yes_____ No_____ Considering_____
   c. Financial incentives Yes_____ No_____ Considering_____
   d. Other (Specify below) Yes_____ No_____ Considering_____

VIII. PERSONALIZED LEARNING

A. Living-Learning Dormitories

(Definition: Living-learning dormitories are attempts to expand learning beyond the classroom. The basic questions involved in such situations are what is learned and how normally random learning experiences can be organized into a coherent and meaningful pattern useful to both students and the university.)

1. Since IUCR, has your institution initiated operation of dormitories or other housing units to provide innovative educational experiences?
   Yes_____ No_____ Considering_____

2. If yes, describe briefly any unusual features:

B. New Approaches to Advising and Counseling
1. Since IUCR, has your institution set up a special academic advising center?
Yes_____ No_____ Considering_____
2. Since IUCR, has your institution used students as peer counselors and/or advisors?
Yes_____ No_____ Considering_____
3. If yes, does your institution have any special type of training program for advisors and/or counselors? Yes_____ No_____ Considering_____

X. MEETING THE NEEDS OF SPECIAL GROUPS

A. Since IUCR, has your institution established or expanded educational services for any of the following:
1. Disadvantaged students Yes_____ No_____ Considering_____
2. Freshmen (Other than disadvantaged) Yes_____ No_____ Considering_____
3. Honor students Yes_____ No_____ Considering_____
4. Early admission students Yes_____ No_____ Considering_____
5. Other (Specify below) Yes_____ No_____ Considering_____

X. GRADING PRACTICES

A. Since IUCR, has your institution changed its practices in any of the following:
1. A - F or similar letter grading Yes_____ No_____ Considering_____
2. Pass-fail option Yes_____ No_____ Considering_____
3. Second grade option. (Allows students to repeat a course with second grade only used in computing the grade point average)
Yes_____ No_____ Considering_____
4. If yes, on any of the above describe briefly:

5. Other (Specify below) Yes_____ No_____ Considering_____

XI. CONTINUING EDUCATION

A. Has your institution established or expanded continuing education activities since IUCR? Yes_____ No_____ Considering_____

B. If yes, has the expansion included any of the following:
1. Development of more courses for credit
Yes_____ No_____ Considering_____
2. Development of courses designed for off-campus adults
Yes_____ No_____ Considering_____

3. Development of easier means of access to higher education for off-campus adults Yes_____ No_____ Considering_____
4. Development of special recruitment efforts to reach more off-campus adults Yes_____ No_____ Considering_____

XII. COMPETENCY-BASED LEARNING

A. Has your institution developed, since IUCR, a competency-based approach to learning other than in teacher education? Yes_____ No_____ Considering_____

B. If yes, describe briefly:

____

____

____

____

XIII. CONSULTANT SERVICES

As a result of participation in IUCR, has your institution utilized the services of special consultants in revising or changing institutional programs by:

A. Bringing one or more consultants to campus Yes_____ No_____ Considering_____

B. Use of conference calls Yes_____ No_____ Considering_____

C. Other (Specify below) Yes_____ No_____ Considering_____

____

____

____

XIV. FOLLOW-UP FUNDING FOR CAMPUS PROJECTS

As a result of participation in IUCR, has your institution:

A. Requested funds for follow-up projects Yes_____ No_____ Considering_____

B. Received funding for follow-up projects Yes_____ No_____

C. If yes to B. above, approximate amount: $_____________

Please append brief description of funded project(s).

APPENDIX F

THE UNIVERSITY OF NORTH CAROLINA
General Administration
P. O. BOX 2688
CHAPEL HILL 27514

WILLIAM FRIDAY
President

TELEPHONE: (919) 933-6981

September 18, 1973

(President or Chancellor)

Dear :

As the Institute for Undergraduate Curricular Reform moves into its third year, I am most hopeful that those public senior institutions which could not participate in the 1972 program at Cullowhee will be able to share in the 1974 experience at Boone, June 30 - July 12. The two-week Institute will be held in Appalachian's new Continuing Education Center and will serve as the focal point for an examination of curricular innovations which might be applicable to North Carolina institutions.

In sponsoring the Institute The University's role is to present the many options for curricular reform currently available and leave to the institutions determinations as to their acceptance. The University does not choose to promote change merely for the sake of change, but does feel a strong obligation to encourage its institutions to keep abreast of new educational patterns as they emerge.

The 1974 Institute will be undertaken in three stages: (1) pre-Institute planning on the campuses, (2) a concentrated 1974 summer Institute workshop, and (3) post-Institute followup. During Stage I decisions will be made regarding institutional participation in the Institute, key personnel to direct the activities on each campus will be selected (where there is a favorable response), and on-campus studies regarding need for change and reform will be inaugurated.

Stage II will bring together at Appalachian State University at least five persons from each participating campus (four representing faculty and one representing students) for a two-week period of study. Various options for innovation will be presented by leading academicians who have had experience in educational reform.

Arrangements have already been made to have a team from Syracuse University's Center for Undergraduate Instructional Development to present at our Institute some of the successful innovative programs in operation on that campus. While Syracuse has a student body of nearly 30,000, most of its new programs for undergraduates are adaptable to all sizes of institutions.

A representative of Rutgers University will explain a new version of the British Open University program in which Rutgers is cooperating with the University of Maryland and the University of Houston. The new Empire State College program in non-traditional study in New York -- possibly the most unusual of all innovations in the country -- will be presented and examined. Negotiations are under way to bring to Boone demonstrations of the most significant other higher education reforms being tested in various parts of the country, including some in our own state.

An important aspect of the Institute program will revolve around the development of strategies essential to effect change.

It may be of interest to you to know that the 1972 Institute produced activities in such areas as the following:

1. Downward revisions in general education requirements, along with the establishment of interdisciplinary programs designed to counteract possible subject matter losses.
2. Achievement of greater flexibility in choice of courses by students.
3. Movement toward more opportunities for independent study.
4. Broader integration of black (and other minority) history, literature, music, etc., in existing courses.
5. Provision for more off-campus learning experiences.
6. Calendar changes, so as to allow for innovative learning techniques.
7. Cost-reduction proposals such as (1) elimination of non-productive majors, (2) establishment of the time-shortened degree, and (3) use of emeriti faculty.
8. Emphasis in existing programs upon preparation for career and vocational objectives.
9. Revised provisions for faculty evaluation.
10. Changes in admissions procedures and academic counseling for disadvantaged students.
11. Movement toward providing greater accessibility to baccalaureate programs for students in the many varieties of two-year institutions.
12. Increasing the means and opportunities for achieving advance credit.
13. Expanding the avenues of public service through adult education.

14. Revision of grading practices.

Stage III will be devoted to follow-up activities on the campuses. Using the Institute participants as a nucleus, selected administration, faculty, and students will be brought together to examine proposals, formulate programs, and make recommendations for adoption and implementation.

As Director of the Institute, Dr. J. Lem Stokes, II, Associate Vice President for Academic Affairs, will make initial contacts with the institutions regarding participation and later on will assist with pre-planning activities on the campuses. He will send you his proposed schedule of visitations and will arrange for an early appointment to discuss with you and others of your choosing the desirability and feasibility of your participation in the 1974 Institute.

The foundations supporting the Institute (Z. Smith Reynolds, Mary Reynolds Babcock, Smith Richardson, National Endowment for the Humanities, and the Fund for the Improvement of Postsecondary Education) have stipulated that all senior institutions in the state, public and private, be invited to share in this major undertaking. I am sure that your serious consideration of an affirmative response would be appreciated.

Institute funds will provide $35 per participant per day, to cover cost of travel and the two-week workshop at Appalaciian. Other expenses, including purchase of study materials and cost of meals for campus pre-planning sessions will also be paid by the Institute.

I trust that this project will command a favorable hearing from the academic leadership of your campus.

Cordially,

William Friday

cc: Dr. Raymond H. Dawson
Dr. J. Lem Stokes, II
Principal Academic Officers

APPENDIX G

THE UNIVERSITY OF NORTH CAROLINA
General Administration
P. O. BOX 2688
CHAPEL HILL 27514

TELEPHONE: (919) 933-6981

December 5, 1973

MEMORANDUM

TO: Chancellors and Presidents

FROM: J. Lem Stokes, II

SUBJECT: Next Steps in Institute for Undergraduate Curricular Reform

A majority of the institutions visited by Dr. Jack Carlton and me have responded affirmatively with regard to participation in the 1974 Institute for Undergraduate Curricular Reform. The several yet to be heard from are expected to respond momentarily. Thus far, there have been no negative responses.

The purpose of this memorandum is to outline the next steps in our plans. Six regional conferences for institutional team leaders have been scheduled for January 15, 17, and 18, 1974 (see enclosure for details). Each chancellor or president is requested to forward his nomination for Institute team leader to me at an early date, preferably by December 20, 1973. While the regional conferences are primarily for team leaders, each institution should feel free to send one or two additional team members to the appropriate meeting. The suggested groupings are to provide convenience and balance. In the event that the recommended schedule is impossible for your institution, arrangements may be made for a change to one of the other groupings. Please, however, notify me regarding the proposed change.

We are prepared to assume costs of transportation (one car per institution, please) and meals. Information regarding locations of meetings, parking, and other pertinent details will be furnished well in advance of the conferences.

A copy of the proposed agenda for the regional conferences is enclosed. Under item VIII a preview of additional proposed activities and programs, to take place in advance of the summer workshop, will be presented for review and discussion. Your suggestions for additions to or deletions from the agenda will be appreciated.

Except for our very large universities, where size has dictated limited additions, teams of institutional representatives at the summer workshop have been restricted to five members each. The five should include a top academic officer and a student leader. Limitations both of space (at Appalachian's Center for Continuing Education) and of funds (from the several sponsoring agencies) have compelled us to place a ceiling on participants. While this may not be an ideal arrangement for all institutions, we believe it provides a workable solution to our logistical problems. In an effort to offset these limitations, I can now report that Institute funding will permit a number of short-duration regional conferences -- on innovative themes or projects of common interest -- where broader institutional participation can be achieved. A further report will be given at the January meetings.

Beginning in January we expect to publish a monthly news bulletin which will give information about innovations that are taking place throughout the country and in North Carolina, for the benefit of team members and others on our campuses. In the meantime, the special study materials being prepared for us by Syracuse University should be available for delivery to the institutional teams at the six Regional Conferences in January.

Of immediate concern is the identification of institutional projects. Some of these have already been submitted. Others need to be in our hands before the January Regional Conferences.

Enclosures

cc: President William Friday
Dr. Raymond Dawson
Dr. Jack Carlton
Chief Academic Officers

AGENDA

Regional Meetings of Institutional Representatives

January 15, 17, & 18, 1974

Institute for Undergraduate Curricular Reform

I. The role of the Center for Instructional Development, Syracuse University, in our 1974 Summer Workshop.

II. Other components of the proposed Institute program.

III. Selection of team members.

IV. Use of survey instruments to determine extent of curriculum innovation currently on-going among participating institutions (sample to be forwarded in advance of meeting).

V. Project proposals of participating institutions (list of all proposals to be forwarded in advance of meeting).

VI. Recommendations for additional consultants to assist participant teams during Workshop.

VII. Achieving balance in Workshop schedule among (1) formal presentations, (2) individual team work sessions, (3) group team work sessions, (4) free time, and (5) other activities.

VIII. Pre-Workshop activities.

IX. Suggestions for follow-up and evaluation.

X. Other.

REGIONAL MEETINGS OF INSTITUTIONAL REPRESENTATIVES

Institute for Undergraduate Curricular Reform

North Carolina State University Raleigh (GROUP 1)	January 15, 1974	9:00 a.m.
East Carolina University Greenville (GROUP 2)	January 15, 1974	2:00 p.m.
University of North Carolina at Greensboro (GROUP 3)	January 17, 1974	9:00 a.m.
Lenoir Rhyne College Hickory (GROUP 4)	January 17, 1974	2:00 p.m.
University of North Carolina at Charlotte (GROUP 5)	January 18, 1974	9:00 a.m.
Livingstone College Salisbury (GROUP 6)	January 18, 1974	2:00 p.m.

GROUP 1

1. North Carolina State University (Host)
2. Duke University
3. Fayetteville State University
4. Meredith College
5. Methodist College
6. St. Augustine's College

GROUP 2

1. East Carolina University (Host)
2. Atlantic Christian College
3. Elizabeth City State University
4. University of North Carolina at Wilmington

GROUP 3

1. University of North Carolina at Greensboro (Host)
2. Bennett College
3. Guilford College
4. Wake Forest University
5. Winston-Salem State University

GROUP 4

1. Lenoir Rhyne College (Host)
2. Appalachian State University
3. Gardner Webb College
4. Warren Wilson College
5. Western Carolina University

GROUP 5

1. University of North Carolina at Charlotte (Host)
2. Belmont Abbey College
3. Queens College
4. Sacred Heart College
5. St. Andrews Presbyterian College

GROUP 6

1. Livingstone College (Host)
2. Barber Scotia College
3. Catawba College
4. High Point College
5. Pfeiffer College

APPENDIX H

THE NORTH CAROLINA INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM

SUMMER WORKSHOP

JUNE 30 - JULY 12, 1974

SPEAKER - CONSULTANTS AND STAFF

SPEAKER - CONSULTANTS

INSTRUCTIONAL DEVELOPMENT - SYRACUSE UNIVERSITY

Dr. Robert Diamond, Assistant Vice Chancellor for Academic Affairs and Director, Center for Instructional Development, Syracuse University

Dr. Paul Eickmann, Associate Director for Development, Center for Instructional Development, Syracuse University

Dr. Edward Kelly, Associate Director for Research and Evaluation, Center for Instructional Development, Syracuse University

Dr. Randall Brune, Professor of English and Director of Lower Division English Studies, Syracuse University

Mr. Robert Holloway, Associate in Development, Center for Instructional Development, Syracuse University

Mr. Ernest Pascarella, Associate in Development, Center for Instructional Development, Syracuse University

Mr. Joseph Lafay, Jr., Associate in Development, Center for Instructional Development, Syracuse University

Mr. Joseph Durzo, Jr., Intern in Development, Center for Instructional Development, Syracuse University

Mr. Sloane Dugan, Intern in Development, Center for Instructional Development, Syracuse University

EVALUATING ACADEMIC PERFORMANCE

Dr. John Centra, Research Psychologist, Development Research Division, Educational Testing Center

Dr. Richard I. Miller, Associate Director for Academic Affairs, Board of Higher Education, State of Illinois

INSTRUCTIONAL DEVELOPMENT - SOUTHEAST

Dr. John Harris, Director, Division of Instructional Research and Service, Florida State University

Dr. Ohmer Milton, Director, Learning Research Center, University of Tennessee

Dr. John Noonan, Director, Center for the Improvement of Teaching, Virginia Commonwealth University

MEETING THE NEEDS OF DISADVANTAGED STUDENTS

Dr. William Boyd, II, Executive Director, Educational Policy Center, Incorporated

Dean Clarence Shelley, Dean of Students, University of Illionis

Dr. Jeanne Trubey, Dean of Instruction, Macomb County Community College (Detroit)

Mrs. Emma Cleveland, Coordinator of Freshman Studies, Miles College (Birmingham)

COMPETENCY-BASED LEARNING

Dr. Wilford Weber, School of Education, University of Houston

Dr. William Drummond, Department of Curriculum and Instruction, College of Education, University of Florida

Dr. Gilbert Shearron, Chairman, Division of Elementary Education, College of Education, University of Georgia

Dr. Robert Knott, Educational Development Office, Mars Hill College

Dr. J. P. Freeman, Director, Division of Teacher Education, Department of Public Instruction, State of North Carolina

EXPERIENTIAL LEARNING

Dr. John Duley, Director of Field Study Program, Justin Morrill College, Michigan State University

Dr. Frank van Aalst, Director of Off-Campus Learning, St. Mary's College of Maryland

Dr. John Stephenson, Office of Experiential Education, University of Kentucky

Mr. Robert Sigmon, Director, North Carolina Internship Office

Mrs. Mae Hamilton Nash, Director, Career Service Center, Bennett College

Dr. Matt Williamson, Director, Student Internship Office, Appalachian State University

EXTERNAL DEGREE AND EXTENDED ACADEMIC PROGRAMS

Dr. Virginia Lester, Associate Dean, Empire State College

Dr. Jessie Hartline, Director, Open University Program, Rutgers University

Dr. Durward Long, Vice President for Extended Academic and Public Service Programs, University of California

INSTRUCTIONAL COMPUTING

Dr. Joseph R. Denk, Associate Director, 1973 Institute for Undergraduate Curricular Reform, University of North Carolina at Greensboro

Dr. William Bates, Department of Biology, University of North Carolina at Greensboro

Dr. David Dannenbring, School of Business, University of North Carolina at Chapel Hill

Dr. Roger Nutt, Department of Chemistry, Davidson College

Dr. William Cage, Department of Economics, Wake Forest University

Dr. Arthur Hunkins, School of Music, University of North Carolina at Greensboro

Dr. Bahram Farzanegan, Department of Political Science, University of North Carolina at Asheville

Dr. David Olson, Department of Political Science, University of North Carolina at Greensboro

Dr. William Knox, Department of Sociology, University of North Carolina at Greensboro

AFTERMATH: 1972 NORTH CAROLINA INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM

Dr. Jack Bevan, Vice President for Academic Affairs, Davidson College

Dr. Clyde Robertson, Chairman, Division of Natural Sciences, Pfeiffer College

Dr. Theo Strum, Academic Dean, Elon College

Dr. Robert E. Knott, Educational Development Officer, Mars Hill College

Dr. Daniel E. Todd, Jr., Assistant to the Vice Chancellor for Academic Affairs, Pembroke State University

Mr. Ronald Shelton Swann, Referee - "New Doorways to Teaching and Learning," Johnson C. Smith University

REPORT ON SOUTHERN REGIONAL EDUCATION BOARD UNDERGRADUATE EDUCATION REFORM PROJECT

Dr. William R. O'Connell, Project Director, Undergraduate Education Reform, Southern Regional Education Board

STAFF

Dr. William Friday, President, The University of North Carolina

Dr. Raymond H. Dawson, Vice President for Academic Affairs, The University of North Carolina

Dr. J. Lem Stokes, II, Associate Vice President for Academic Affairs, The University of North Carolina, and Director, North Carolina Institute for Undergraduate Curricular Reform

Dr. Jack K. Carlton, Assistant to the President, The University of North Carolina, and Co-Director, North Carolina Institute for Undergraduate Curricular Reform

Dr. Harold Delaney, Vice President for Student Services and Special Programs, The University of North Carolina

Dr. Walton Jones, Associate Vice President for Research and Public Service Programs, The University of North Carolina

Dr. Robert Williams, Associate Vice President for Academic Affairs, The University of North Carolina

Ms. Joy Turner, Administrative Assistant

Ms. Ella Senkiw, Secretary

Dr. Anne T. Moore, Professor of History, Campbell College

Dr. Frank T. Stritter, Assistant Professor of Higher Education and Medical Education, UNC-Chapel Hill

Dr. William Burke, Assistant Professor of Education, UNC-Chapel Hill

Mr. Edward M. Nicholson, doctoral candidate in Higher Education, UNC-Chapel Hill

EVALUATORS

Dr. John Haines, Director, Higher Education Management Services, The University of the State of New York

Dr. Charles Meinert, Associate in Higher Education, Higher Education Management Services, The University of the State of New York

THE NORTH CAROLINA INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM

SUMMER WORKSHOP

JUNE 30 - JULY 12, 1974

PROGRAM

SUNDAY, JUNE 30

TIME	ACTIVITY	LOCATION
2:00 - 6:00	Registration	Cannon Hall
6:00	Reception	Faculty Lounge
7:00	Dinner	Broyhill

Welcome:

Dr. Cratis Williams, Dean of the
Graduate School,
Appalachian State University

Recognition of Special Guests:

Dr. Virginia B. Smith, Director
Fund for the Improvement of
Postsecondary Education

Dr. William C. Archie, Executive
Director, Mary Reynolds Babcock
Foundation, Incorporated

Mr. G. C. Eichhorn, Administrative
Vice President, Smith Richardson
Foundation, Incorporated

Dr. Dale H. Gramley, Executive
Director, Z. Smith Reynolds
Foundation, Incorporated

Introduction of speaker:

Dr. Raymond H. Dawson,
Vice President for Academic
Affairs, The University of
North Carolina

Speaker:

Dr. Ronald Berman, Chairman,
National Endowment for the
Humanities

MONDAY, JULY 1

TIME	ACTIVITY	LOCATION
9:00 - 10:00	A Frame of Reference - Dr. Robert Diamond	Broyhill (all)
10:00 - 10:30	Break	Cannon
10:30 - 12:00	Case Study: Freshman English - Dr. Randall Brune	Broyhill (all)
12:00	Lunch	Coffee Shop
12:30	Lunch	Dining Room
2:00 - 2:30	Review of Procedures	
	Dr. Robert Diamond	Broyhill B, C, D
	Dr. Paul Eichmann	Broyhill A
	Mr. Ernest Pascarella	Broyhill E, F, G
	Mr. Robert Holloway	Jefferson A, B
	Mr. Joseph Lafay, Jr.	Burris A, B
	Mr. Joseph Durzo, Jr.	Boren A, B
	Mr. Sloane Dugan	Northwestern
2:30 - 4:30	Course Design Projects (CID Staff on call)	Rooms assigned to individual teams
	Institutional Projects	Rooms assigned to individual teams
6:30	Dinner	Coffee Shop
7:00	Dinner	Dining Room
8:00	Course Design Projects (CID Staff on call)	Rooms assigned to individual teams
	Institutional Projects	Rooms assigned to individual teams
	Observers:	
	Administrators - Dr. Robert Diamond	Faculty Lounge
	Developers - Dr. Paul Eickmann	Broyhill A
	Evaluators - Mr. Edward Kelly	Jefferson A, B
	Students - CID Staff	Boren A, B

TUESDAY, JULY 2

TIME	ACTIVITY	LOCATION
9:00 - 10:15	Optional Seminars	
	Role of the Evaluator - Dr. Ed Kelly	Broyhill A
	Organization and Staffing - Dr. Robert Diamond	Burris A, B
	Case Study: Calculus - Mr. Ernest Pascarella	Boren A, B
	Use and Misuse of Objectives - Dr. Paul Eickmann	Broyhill B, C, D
	Case Study: Psychology - Mr. Robert Holloway	Jefferson A, B
	Evaluating Instruction - Dr. John Centra	Broyhill E, F, G
10:15 - 10:45	Coffee Break	Cannon
10:45 - 12:00	Optional Seminars	
	Role of the Developer - Dr. Paul Eickmann	Burris A, B
	Faculty Rating Scales - Dr. Ed Kelly	Broyhill B, C, D
	Independent Learning Facilities - Mr. Robert Holloway	Jefferson A, B
	Case Study: Religion - Dr. Robert Diamond	Boren A, B
	Student, Faculty, and Administrative Perceptions - Mr. Ernest Pascarella	Broyhill A
	Evaluating Instruction - Dr. John Centra	Broyhill E, F, G
12:00	Lunch	Coffee Shop
12:30	Lunch	Dining Room
2:00	Course Design Projects (CID Staff on call)	Rooms assigned to individual teams
	Institutional Projects	Rooms assigned to individual teams
	Dr. Centra on call	
6:30	Dinner	Coffee Shop
7:00	Dinner	Dining Room

8:00	Course Design Projects (CID Staff on call)	Rooms assigned to individual teams
	Institutional Projects	Rooms assigned to individual teams
	Dr. Centra on call	
	Observers:	
	Administrators - Dr. Robert Diamond	Faculty Lounge
	Developers - Dr. Paul Eickmann	Broyhill A
	Evaluators - Dr. Ed Kelly	Jefferson A, B
	Students - CID Staff	Boren A, B

WEDNESDAY, JULY 3

TIME	ACTIVITY	LOCATION
9:00 - 10:15	Optional Seminars	
	Measuring Attitudes - Dr. Ed Kelly	Broyhill A
	Case Study: Interdisciplinary Courses - Dr. Paul Eickmann	Broyhill B, C, D
	Case Study: Sociology - Mr. Ernest Pascarella	Jefferson A, B
	Project Generation and Selection - Dr. Robert Diamond	Boren A, B
	Media Selection - Mr. Robert Holloway	Burris A, B
	Evaluating Academic Performance - Dr. Richard Miller	Broyhill E, F, G
10:15 - 10:45	Break	Cannon
10:45 - 12:00	Evaluating Academic Performance - Dr. Richard Miller	Broyhill A
	Course Design Projects (CID Staff on call)	Rooms assigned to individual teams
	Institutional Projects	Rooms assigned to individual teams
12:00	Lunch	Coffee Shop
12:30	Lunch	Dining Room
2:00	Dr. Miller on call	
	Afternoon otherwise free.	
6:30	Dinner (Seminar Interest Survey)	Coffee Shop
7:00	Dinner (Seminar Interest Survey)	Dining Room
8:00	Course Design Team Preliminary Reports (Each team will present a 5-10 minute report on where they are and how they got there.)	Broyhill (all)
	Dr. Miller on call	

THURSDAY, JULY 4

TIME	ACTIVITY	LOCATION
9:00 - 10:15	Optional Seminars	To be announced
	Syracuse CID staff will repeat Tuesday and Wednesday optional seminars as determined from responses to interest survey taken at dinner on Wednesday.	
	1972 IUCR representatives will report on projects implemented following development at Cullowhee. Dr. Jack Bevan	To be announced
10:15 - 10:45	Break	Cannon
10:45 - 12:00	Syracuse CID staff will repeat Tuesday and Wednesday optional seminars as determined from responses to interest survey taken at dinner on Wednesday.	To be announced
	1972 IUCR representatives will report on projects implemented following development at Cullowhee. Dr. Jack Bevan	To be announced
12:00	Lunch	Coffee Shop
12:30	Lunch	Dining Room
2:00 - 4:00	Course Design Projects (CID Staff on call)	Rooms assigned to individual teams
	Institutional Projects	Rooms assigned to individual teams
4:00	Recreation and Picnic Transportation by bus to Camp Broadstone	Camp Broadstone

FRIDAY, JULY 5

TIME	ACTIVITY	LOCATION
9:00 - 10:15	Optional Seminars	To be announced
	Repeated as determined from responses to interest survey taken at dinner on Wednesday.	
10:15 - 10:45	Coffee Break	Cannon
10:45 - 12:00	Summary CID Session	Broyhill (all)
	"Some Lessons Learned" CID Staff	
12:00	Lunch	Coffee Shop
12:30	Lunch	Dining Room
2:00 - 3:00	Optional Seminars	
	The Florida State University Division of Instructional Research and Service - Dr. John Harris	Broyhill A
	The University of Tennessee Learning Research Center - Dr. Ohmer Milton	Broyhill E, F, G
	The Virginia Commonwealth University Center for the Improvement of Teaching - Dr. John Noonan	Broyhill B, C, D
3:30 - 4:30	Optional Seminars Repeated	
6:30	Dinner	Coffee Shop
7:00	Dinner	Dining Room
8:00	Institutional Projects	Rooms assigned to individual teams
	Dr. Harris, Dr. Noonan, Dr. Milton on call	

SATURDAY, JULY 6

TIME	ACTIVITY	LOCATION
9:00 - 12:00	Institutional Projects	Rooms assigned to individual teams
	Dr. Harris, Dr. Noonan, Dr. Milton on call	
12:00	Weekend Break	

SUNDAY, JULY 7

TIME	ACTIVITY	LOCATION
2:00	The Institution and Instructional Computing - An overview of the 1973 IUCR and its recommendations for reform - Dr. Joseph R. Denk	Broyhill (all)
2:30	Panel: Quantitative and Computing Methods and Curricular Reform in Biology, Business, Chemistry, and Economics - Dr. William Bates, Dr. David Danningbring, Dr. Roger Nutt, Dr. William Cage	Broyhill A
3:40	Break	Cannon
4:00	Panel: Quantitative and Computing Methods and Curricular Reform in Music Composition, Political Science, and Sociology - Dr. Arthur Hunkins, Dr. Bahram Farzanegan, Dr. David Olson, Dr. William Knox	Broyhill A
7:00	Dinner	Broyhill
8:00	Demonstration and Consultation	Cannon

MONDAY, JULY 8

TIME	ACTIVITY	LOCATION
9:00 - 10:00	Black Student, White College - Dr. William Boyd	Broyhill (all)
10:00 - 10:20	Break	Cannon
10:20 - 11:20	Concurrent Seminars:	
	Meeting the Needs of Disadvantaged Students	
	University of Illinois Model - Dean Clarence Shelley	Broyhill A
	Macomb County Community College Model - Dean Jeanne Trubey	Broyhill B, C, D
	Miles College Model - Mrs. Emma Cleveland	Broyhill E, F, G
11:30 - 12:30	Concurrent Seminars Repeated	
12:30	Lunch	Coffee Shop
1:00	Lunch	Dining Room
2:00	Institutional Projects	Rooms assigned to individual teams
	Dr. Boyd, Dean Shelley, Dean Trubey, Mrs. Cleveland on call	
6:30	Dinner	Coffee Shop
7:00	Dinner	Dining Room
8:00	Institutional Projects	Rooms assigned to individual teams
	Dr. Boyd, Dean Shelley, Dean Trubey, Mrs. Cleveland on call	

TUESDAY, JULY 9

TIME	ACTIVITY	LOCATION
9:00 - 9:20	Competency-Based Teacher Education in North Carolina - Dr. J. P. Freeman	Broyhill (all)
9:20 - 10:00	Brief Overview:	Broyhill (all)
	University of Houston Model - Dr. Wilford Weber	
	University of Florida Model - Dr. William Drummond	
	University of Georgia Model - Dr. Gilbert Shearron	
	Mars Hill College Model - Dr. Robert Knott	
10:00 - 10:25	Break	Cannon
10:25 - 11:25	Concurrent Seminars: Competency-Based Learning	
	University of Houston Model - Dr. Wilford Weber	Broyhill B, C, D
	University of Florida Model - Dr. William Drummond	Broyhill E, F, G
	University of Georgia Model - Dr. Gilbert Shearron	Broyhill A
	Mars Hill College Model - Dr. Robert Knott	Burris A, B
11:30 - 12:30	Concurrent Seminars Repeated	same
12:30	Lunch	Coffee Shop
1:00	Lunch	Dining Room
2:00	Institutional Projects	Rooms assigned to individual teams
	Dr. Weber, Dr. Drummond, Dr. Knott, Dr. Shearron on call	

6:30	Dinner	Coffee Shop
7:00	Dinner	Dining Room
8:00	Institutional Projects Dr. Weber, Dr. Drummond, Dr. Knott, Dr. Shearron on call	Rooms assigned to individual teams

WEDNESDAY, JULY 10

TIME	ACTIVITY	LOCATION
9:00	Liberal Arts, Vocationalism, and Experiential Learning - Mr. Robert Sigmon	Broyhill (all)
9:30	Concurrent Workshops	
	Cross-Cultural Field Experience Model - Dr. John Duley	Broyhill A
	University Plan for Experiential Education - Dr. John Stephenson	Broyhill E, F, G
	Faculty Involvement & Academic Credit Model for Experiential Education - Dr. Frank van Aalst	Burris A, B
	Cooperative Education and a Career Placement Office Model - Mrs. Mae Hamilton Nash	Boren A, B
	Brokering Experiential Education Opportunities from Student Internship Office - Dr. Matt Williamson	Jefferson A, B
10:45	Break	Cannon
11:15	Concurrent Workshops Repeated	same
12:30	Lunch	Coffee Shop
1:00	Lunch	Dining Room
2:00	Institutional Projects	Rooms assigned to individual teams
	Dr. Duley, Dr. Stephenson, Dr. Van Aalst, Mrs. Nash, Dr. Williamson on call	
6:30	Dinner	Coffee Shop
7:00	Dinner	Dining Room
8:00	"More Able Persons," Film Produced by UNC-TV and NCIO in cooperation with Mars Hill College.	Broyhill A

Institutional Projects	Rooms assigned to individual teams
Dr. Duley, Dr. Stephenson, Dr. van Aalst, Mrs. Nash, Dr. Williamson on call	

THURSDAY, JULY 11

TIME	ACTIVITY	LOCATION
9:00 - 9:45	Brief Overview:	Broyhill (all)
	Empire State College - Dr. Virginia Lester	
	Open University - Dr. Jessie Hartline	
	University of California Extended Degree - Dr. Durward Long	
9:45 - 10:15	Break	Cannon
10:15 - 11:15	Concurrent Seminars	
	Empire State College - Dr. Lester	Broyhill A
	Open University: Rutgers - Dr. Hartline	Broyhill B, C, D
	Extended Degree Programs of The University of California - Dr. Long	Broyhill E, F, G
11:25 - 12:25	Concurrent Seminars Repeated	same
12:25	Lunch	Coffee Shop
1:00	Lunch	Dining Room
2:00	Institutional Projects	Rooms assigned to individual teams
	Dr. Lester, Dr. Long, Dr. Hartline on call	
6:30	Dinner	Broyhill
	Report on SREB Undergraduate Education Reform Project - Dr. William R. O'Connell	
8:30	Institutional Projects	Rooms assigned to individual teams
	Dr. Lester, Dr. Long, Dr. Hartline on call	

FRIDAY, JULY 12

TIME	ACTIVITY	LOCATION
9:00 - 10:15	Team Project Reports	Broyhill (all)
10:15 - 10:45	Break	Cannon
10:45 - 12:00	Team Project Reports	Broyhill (all)
12:00	Finis	

APPENDIX J

Duke University
DURHAM
NORTH CAROLINA
27706

Trinity College of Arts and Sciences
Office of the Dean

July 29, 1974

Dr. William Friday
President, University of North Carolina
General Administration
Post Office Box 2688
Chapel Hill, North Carolina 27514

Dear Dr. Friday:

On behalf of the delegates from Duke University to the Institute for Undergraduate Curricular Reform, I am writing to express appreciation for the program carried out at Boone. We are grateful for the opportunity to participate in meetings which will certainly result in improvements in undergraduate education throughout the state.

Without question the preparation for the meetings throughout the winter and spring contributed richly to the success of the Institute. Through the meetings with Dr. Stokes and Dr. Carlton, the newsletters and other distributed materials the Duke team was stimulated to lay the foundations for our project and to devise means of accomplishing our goals well in advance of the Institute itself. The program at Boone proved to be rich in resources for our interests, and the diversity of the offerings assured that all delegates could benefit daily.

Of special value were the many consultants who met with us to discuss problems related to our team project, to the interests of the individual team members, and to our general interests as educators. We thank you for your generosity in bringing Dr. William F. Brown at our request as a consultant on peer advising. He was helpful to us and I believe to other teams also.

Page 2
Dr. William Friday
July 29, 1974

The members of the team from Duke want to extend our thanks to you, to Dr. Stokes, Dr. Carlton, and to your effective and capable staff. We are in agreement that the Institute provided the most flawlessly organized, and splendidly offered program of such scope that any of us has attended.

Sincerely yours,

Virginia Bryan

Virginia Bryan
Assistant Dean

VB:ssj

cc: Dr. J. Lem Stokes
Dr. Jack K. Carlton
Team Members:
- Peter Fish, Political Science
- Joseph Kitchen, Mathematics
- Penny Kruska, Major in Management Sciences
- Otto Meier, Electrical Engineering
- Rickey Novak, German
- Dana Ripley, French
- Timothy Westmoreland, Major in Psychology
- Karen Yoder, Nursing
- Virginia Bryan, Trinity College (team leader)

APPENDIX K

Review and Assessment of the 1974 North Carolina Institute for Undergraduate Curriculum Reform

I. Introduction

This report will focus on the activities and achievements associated with the 1974 Curricular Reform Institute that was held in Boone, North Carolina from Sunday, June 30th to Friday, July 12th (Program Appendix A) and attended by representatives of thirty of North Carolina's forty-five public and private colleges and universities (Appendix B)..

The purpose of this analysis is to provide an assessment of the achievements of the Institute for its sponsors, organizers, and participants; to suggest implications for future activities, and to provide a record for other states and organizations that may wish to undertake a similar project.

The major subheadings of this report deal with the general goals of the curriculum reform project, the initial 1972 summer institute, the activities associated with the planning of the 1974 institute, the actual proceedings at Boone, post-institute developments, and general conclusions.

II. Background

Prerequisite to a discussion and understanding of the 1974 Institute is a brief description of the origins of the curricular reform project and the 1972 Summer Institute.

The conception of a state-wide project to reform undergraduate education was developed late in 1971 and not funded until the Spring of 1972. The original plan was for three summer workshops, each including fifteen of the State's forty-five public and private colleges.

The initial summer Institute (1972) produced a great many benefits for the participants and also provided insights that were of value in planning future Institutes. The basic concept of a state wide project with multi-institutional Institutes proved sound and the dual approach of focusing on individual institutional problems while providing information on a broad range of educational issues worked well. The 1972 Institute also demonstrated the benefits associated with using a staff seminar leader assigned to specific teams, the necessity of having sufficient lead time to involve participants in the planning process, and the need for strong clerical and logistical support during the Institute. The 1972 Institute indicated the results that appeared to stem from subsidizing a large team and project coordinator on each campus.

A further influence upon the shape of the 1974 Institute was the fiscal limitations and staff changes that made it impossible to conduct a curriculum reform institute in the summer of 1973. Although there was not a curriculum institute in 1973, the staff organized an extremely valuable summer workshop focusing upon the instructional use of the computer. The planning of the 1974 Institute began, therefore, with the possibility that thirty institutions would accept invitations to participate. The Institute organizers also sought to build upon the success of the past and avoid the difficulties associated with the 1972 Institute.

III. Planning the Institute

The commitment of the General Administration of The University of North Carolina to the 1974 Institute was established very early in the planning process by assigning two persons from the staff to this project on a full time basis. Soon after this commitment the planning for the 1974 Institute began early in the fall of 1973 when the Director of the Institute met with the two evaluators from the 1972 Institute to discuss programs and strategies.

One early activity of the Institute's staff was to solicit from all eligible colleges and universities in North Carolina their intentions to participate in the 1974 experience. Once an institution committed itself, the staff visited each campus and met with the administration and selected faculty to explain the Institute's purpose and discuss preliminary plans. In addition, valuable regional meetings were held to provide assistance to the institutions in helping them identify issues, select team members and prepare for the Institute.

It appeared that each institution exercised much thought and concern in selecting the members that would be attending the 1974 Institute. Most teams were a microcosm of their institution insofar that all segments of the faculty were represented. This means that most teams had tenured and non-tenured faculty, young and old, men and women. In the case of management the chief academic officer usually represented the college. The chief academic officer in this case was usually the team leader. All participating colleges and universities were encouraged to have students as regular members of their respective teams. A large majority of the institutions took advantage of this opportunity to involve students in curriculum review and planning.

During the late Spring and prior to the start of the Institute the staff invited a team representative from each campus to come to General Administration in Chapel Hill to meet the evaluators and discuss the last details. This was an excellent meeting and it provided an opportunity for all parties to meet and to finalize the plans for the Institute. This meeting also identified other topics, which were not part of the regular program, that were of interest to the campus representatives. One result of this meeting was a decision to use the consultant services available from NEXUS.

Another significant activity that began prior to the Institute and continued as a follow-up after the session was seven issues of a newsletter distributed to more than six hundred persons. The newsletters provided each team member with information about national and state activities relating to curriculum changes, plus useful bibliographic data and other resources.

IV. The Institute

The Institute being only two weeks in duration utilized two distinct formats. The first week primarily involved representatives from the Center for Instructional Development of Syracuse University. During the first week the staff of the Center had the responsibility for both presenting materials in general and workshop sessions and also working with individual teams on institutional projects The staff from Syracuse possessed the qualifications and experience so that they were able to adequately satisfy the needs of the participants.

The participants and CID staff discussed in depth such academic concerns as: the evaluation of instruction, course designs, perceptions of students, faculty and administrators, case studies relating to individual academic disciplines in psychology, religion, sociology, Freshmen English, mathematics and interdisciplinary studies, the use of media and independent learning facilities.

The CID staff sessions were complemented with other experts who participated in general sessions with team members as well as being available for individual consultation. Topics covered during the general sessions were evaluating instruction, evaluating academic performance and faculty development.

The Institute provided an excellent forum for discussions and an opportunity to solve curriculum problems. The staff of the Institute did a highly competent job of matching the areas of interest that each team wanted to study with the skills of the Syracuse team. The format during the first week also enabled the participants to have an opportunity to hear several different opinions on the same as well as different topics. The decision to have the Syracuse people at the Institute during the first week proved to be very sound and it gave continuity and stability to the session.

The second week of the Institute was organized on a topical approach with speakers coming to Boone to address the group on a specific issue that was of interest and concern to most of the participants. The topics discussed in the second week were such items as: the needs of disadvantaged students, competency-based teacher education, experiential learning models and non-traditional educational programs. This period continued to provide each team an opportunity to work on particular problems unique to their own situation.

Overall the two-week program, divided among general sessions, small seminars and workshop meetings appeared to be an excellent format for this group of college individuals. There seemed to be a good balance and the variety of speakers offered something for everyone.

An unexpected benefit from the Institute was the program of telephone calls to different consultants.

As previously mentioned, at a planning meeting of the Institute in late Spring with the evaluators, and the Director of NEXUS, it was decided to utilize consultants via telephone discussions on a range of topics in which participants expressed interest but that were not part of the formal program. Team members were asked to indicate topics of interest and to suggest specific consultants when possible. There was also an opportunity for participants to make requests during the Institute and in several cases a consultant was identified and scheduled for a telephone conversation by the day following the request.

Although a few consultants names were provided by the individuals requesting a topic, most consultants were identified by Institute staff and the NEXUS Office in Washington, D.C. The service from NEXUS was excellent for they made the initial contact and established a tentative date before a call from the Institute staff confirmed the arrangements. The consultant was told about the nature of the audience, the kinds of questions that would be asked and a brief description of the Institute. The logistics and technical aspects of the telephone seminars worked very well. The consultants voice was well amplified and clear. The table microphones for speaking to the consultant functioned without difficulty. The average attendance at the eleven telephone seminars was approximately seventeen persons, however, over twenty-five individuals were present for such popular presentations as a discussion of youth's changing values, programs in continuing education and weekend college. Only about six people attended a highly specialized session on competence based nursing programs. A number of questions were always asked by the audience and many times valuable comments were contributed by the participants. There seemed to be very little uneasiness about the lack of visual contact on the part of the seminar participants but several consultants expressed uneasiness that they could not see the seminar group.

Participants expressed satisfaction with the telephone seminar sessions and many attended subsequent sessions after the initial good experience. The conversations often resulted in obtaining names of other schools or individuals for follow-up activity. An interesting by-product of the seminars was the interest in the cost and operation of the equipment. Most participants seemed surprised at the relative low cost of the approach and the simplicity of operation. It is expected that some will utilize this approach in their own teaching or campus planning activities.

V. Institute Environment

The Continuing Education Center was an ideal facility in which to hold the Institute. It is a self-contained building that possessed the necessary rooms, equipment and personnel that were required by the participants.

Communications during the Institute between participants and staff seemed quite good. Announcements were made, notices posted or placed in team mail boxes, and there was a brief meeting with team leaders most mornings to discuss events and disseminate information. The Institute staff was also highly available throughout the day and there was someone on duty at the Institute desk most of the time. In summary the communication between participants and the staff was excellent.

The interaction among the participants was good in spite of some handicaps such as the inability to house all participants in the Conference Center. The somewhat formal Center dining room and the opportunity to have meals off campus had some disadvantages in terms of interaction but unquestionably most participants favored the flexibility permitted by the latter opportunity. In spite of these limitations the Center dining room, particularly at breakfast and lunch, provided an opportunity for informal mixing and discussion. Occasional evening refreshments and the Fourth of July picnic also contributed to the friendly atmosphere of the Institute. More formal and organized approaches to mixing participants by arranged seating or designating dining tables for the discussion of certain topics were considered but not implemented. In retrospect this seems to have been a wise decision for it could have contributed to a sense of overstructure that is a danger in many conferences and workshops.

In some cases individuals from one college or university became recognized as consultants (experts) and were in a position to provide valuable advice on a particular issue or problem to members of other teams who had less experience or knowledge in the matter.

VI. Conclusions

A. The General Administration of The University of North Carolina provided a small but high quality staff with sufficient time and support to plan and carry out the 1974 Institute.

B. The Curricular Reform Project staff headed by Dr. Lem Stokes and ably assisted by Dr. Jack Carlton demonstrated an ability to learn from the experience of the 1972 Institute by seeking to build on its strengths and avoid the repetition of several minor difficulties.

C. A great effort was made in the planning and operation of the Institute to be responsive to the diverse needs and interests of the participating institutions and individuals.

D. Although there was a major effort to provide equal opportunity for all institutions to benefit from the Institute, not all institutions demonstrated an equal capacity to take immediate advantage of the opportunities. In fact, several teams that appeared to be getting nothing from the actual Institute, once they returned to their own campuses became significantly involved in pursuing curricular reforms.

E. No final summative evaluation of the 1974 Institute is possible at this time because of the broad goals of the project, the numerous variables that affect curricular/institutional change, and the slow process by which change usually occurs in American higher education.

F. There is substantial evidence from the different campuses that important benefits have already resulted from their Institute experiences. Many individuals experienced an expansion of their knowledge, attitudes and motivation as it relates to curricular change and this has been transferred into action on the campuses. Follow-up visits to the campuses of all of the participating institutions during the Spring and Summer of 1975 have provided additional information on the extent of these changes.

G. One of the significant and unusual Institute techniques was the substantial use of a series of amplified telephone discussions between individuals with special areas of expertise and groups of conference participants. This device expanded the resources available to the Institute, helped to meet the diverse interests of participants, and demonstrated a technique that could be used by individual institutions.

H. The evaluators who are accustomed to the educational problems of another large and diverse state found more that was familiar than different in the North Carolina higher education community; however, they were impressed by the leadership provided and particularly by the professional quality and dedication of faculty and administrators from both the public and private institutions of North Carolina.

I. Although attitudes of distinctive institutional identity are healthy, the Institute illustrated the advantages of communication and cooperation among North Carolina's collegiate educators. The experiences during the three summers of 1972, 1973, and 1974 strongly indicate the desirability of continuing the existing management structure in the General Administration. The University and the independent institutions should continue to look to this office to provide services such as the newsletter, regional seminars and workshops and statewide conferences. Provisions should be made for continued adequate staffing/

funding so that the tremendous progress that is currently evident does not disappear causing the colleges and universities to resume a position of curriculum status quo.

In summary the Institute organizers showed great energy, imagination, and flexibility in planning and conducting a program that would meet the diverse needs of thirty colleges. The general caliber of the consultants was excellent and the logistical arrangements outstanding. Participants, although occasionally expressing concern over the pace of the Institute activities and the mass of information, responded very well to the 1974 Institute. The evaluation interviews conducted in the final days of the Institute indicated no major criticisms.

APPENDIX L

INSTITUTE FOR UNDERGRADUATE CURRICULAR REFORM
WORKSHOP ON
FACULTY DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT
EVALUATING EXPERIENTIAL LEARNING

QUEENS COLLEGE, CHARLOTTE
MARCH 21 - 23, 1975

TIME	ACTIVITY	LOCATION
FRIDAY, MARCH 21, 1975		
5:00pm - 6:00pm	Registration	Burwell Hall
7:30pm	Dinner	Morrison Dining Hall
	Welcome: Dr. Robert W. Williams, General Administration, The University of North Carolina Dr. Alfred O. Canon, President, Queens College	
	Address: Dr. Craig K. Comstock, The Wright Institute, Berkeley, California Dr. Albert M. Serling, Empire State College, SUNY, Saratoga Springs, New York	
SATURDAY, MARCH 22, 1975		
7:30am - 8:30am	Breakfast	Queens: Morrison Dining Hall
		Sacred Heart
9:00am	Panel on Faculty Development Dr. John M. Bevan, Davidson College, presiding Dr. William H. Baskin, III, North Carolina School of the Arts Dr. Jack K. Carlton, General Administration, The University of North Carolina Dr. Craig K. Comstock Dr. John Haines, Director, Higher Education Management Services, The University of the State of New York, Albany	Belk Chapel
10:45am	Break	Burwell Hall
11:15am	Group Meetings	McEwen Classroom Building and Dana Building
1:00pm	Lunch	Morrison Dining Hall

TIME	ACTIVITY	LOCATION
2:00pm	Panel on Experiential Learning . . Dr. John Sullivan, American Council on Education, Washington, presiding Dr. Edward L. Angus, Mars Hill College Dr. Charles Meinert, Bureau of College Evaluation, State Education Department, Albany, New York Dr. Albert M. Serling Dr. Edward A. Tulis, Center Director, Antioch College, Columbia, Maryland	Belk Chapel
3:45pm	Break	Burwell Hall
4:15pm	Group Meetings	McEwen Classroom Building and Dana Building
5:30pm	Adjourn	
6:00pm	Dinner	Morrison Dining Hall
8:00pm	Address . . . . Dr. John Satterfield, Provost, Kalamazoo College, Kalamazoo, Michigan	Belk Chapel
SUNDAY, MARCH 23, 1975		
7:30am - 8:30am	Breakfast	Queens: Morrison Dining Hall Sacred Heart
9:00am	Devotional	Belk Chapel
9:30am	Panel on Innovation and Accreditation . . . . Dr. J. Lem Stokes, II, General Administration, The University of North Carolina, presiding Dr. Norman D. Anderson, North Carolina State University Dr. Grover Andrews, Associate Executive Secretary, Southern Association of Colleges and Schools, Atlanta Dr. John Satterfield	Belk Chapel
11:00am	Wrap-Up	Belk Chapel
11:30am	Adjourn	

EXERPTED FROM DUKE UNIVERSITY POST-INSTITUTE TEAM REPORT

Conclusions and Recommendations

The remainder of the report summarizes our findings beginning with the meetings last spring, continuing through the workshop in the summer and the meetings on campus this fall. We shall make eight recommendations.

Recommendation I
An Advising Center

We recommend that advising, counseling, tutoring, and placement services be centrally coordinated, located, and clearly designated in one building or center. Advising is presently done by a number of persons and in a number of segments of the University without much communication, coordination, or overall supervision: the left hand often does not know what the right hand is doing. Its failings are well known. An efficiently run advising center with a high level of visability and easy accessibility would be an asset to the University community. The Advising Center which we urgently recommend would reorder and integrate the fragmented current advising system to assure a comprehensive service, without duplication. A student, ignorant of the specific services available, would find help not by trial and error, but by direct referral from one central directory or information desk. Problems of specific location, division of work, effect on organization of present personnel, and financing remain for resolution by the appropriate persons. Nevertheless, we believe that the inadequacy of the existing advising system is so pervasive and critical that positive action is required in the immediate future.

Function. The overall function of an advising center is to provide and coordinate the general aspects of undergraduate advising at Duke. The more important among them include:

1. Freshman orientation and academic advising.*
2. Academic advising for all upperclassmen
   - general advising related to programs, courses, regulations, and procedures*
   - career and pre-professional: law, medicine, dentistry, business, forestry, and others
   - study abroad
   - "Major-Step" programs
   - scholarship and fellowship information (for all students, faculty, and staff)
3. Career services
   - career information, academic and non-academic
   - vocational and aptitude testing, interpretation, and evaluation
   - job market information
   - long range projections on jobs
   - internship programs
4. Placement services
   - files of recommendations on students for employment
   - on-campus employment
   - summer employment
   - permanent employment
   - on-campus interviews
5. Personal and social counseling
   - adjustment and mental health problems
   - residential matters

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* These areas should be divided to provide advisers for the Engineering School, Nursing School, and Trinity College.

sex and abortion information

6. Special advising
    - blacks
    - continuing education
    - women
7. Special programs
    - communication skills
    - problem solving
    - decision making
    - reading techniques
    - study habits

The only advising outside of the center would be departmental advising on majors and preparation for graduate programs. These areas are properly the province of the departments and as such should be centered in the departmental faculty and located physically within departmental space.

Location. We recommend a central location in the student traffic pattern so that every student is aware of the center, if only by location and name. If in need of advice the student would know exactly where to go. For maximum effectiveness the center should be housed in a building especially designed for these services. Because the need for improving advising is so great and immediate, however, we urge a reorganization of services at the earliest possible time to bring them into one administrative structure and within one existing physical facility, without waiting for new space to be made available.

Staff. For academic advising we suggest that a corps of at least thirty faculty persons, chosen for their interest, aptitude, and knowledge, serve as associates for academic advising in the Advising Center. Faculty advisors would be available in the center at regularly scheduled office hours each week as a part of their expected obligations. Special arrangements would be developed for freshmen advising (see Recommendation IV) and for such rush periods as the time of pre-registration.

The staff for career services would consist of an administrative director and secretary to work with the departments, to make information about careers available, and to conduct an internship program. A professional testing and guidance person would conduct the national testing programs for graduate and professional schools. He would also administer vocational and aptitude tests and interpret the results to the students. The special study and communication programs would fall under his jurisdiction.

We see the placement services as extensions of major and career advising; therefore, we suggest that the office be administered through the advising center. With regard to staffing we have no special recommendations.

For personal counseling the staff would consist of those who are now serving such functions: deans of student affairs, ministers, and psychologists. We suggest, in addition, well-trained peer counselors. The staff could, of course, make referrals as necessary for medical services.

The staff for special advising would also be drawn from existing offices. Advisers from the offices of continuing education and the Dean of Black Affairs would continue their assigned responsibilities.

A substantial part of advising involves distributing basic information (calendars, schedules, brochures for study abroad, etc.), responding to questions on procedures, processing routine forms and requests, etc. We urge that a staff of non-professionals provide much of this kind of advising through a counter-type service similar to that in the Central Records Office.

Needs and Problems

1. Reorganization to delineate clearly the lines of authority, responsibility, function
2. Architectural assistance to lay out a well-conceived Advising Center equipped with a large counter such as in Central Records, small conference rooms, and larger rooms for meetings
3. Funds for the building project
4. An administrator to supervise the Advising Center and act as liaison with the office of the Provost or the council of undergraduate deans.

Recommendation II
Faculty Advising

We recommend that academic advising, both premajor and major, be done by faculty members. Academic advising is a function of teaching, and the intellectual endeavor of students in a private, liberal arts college must be supported by a personal relationship with faculty. For the beginning student who has not decided on a major the relationship is likely to be built on the student's needs for orientation and adjustment to college and his need for guidance in setting his goals and finding ways to meet them. For the student who has decided upon his major, the relationship grows out of common interests in the discipline. For both, however, the influence and stimulation of the faculty are of paramount importance.

What qualities denote a good academic or career adviser? The Duke team agreed with Dr. John Noonan's characterization of a good adviser as one who is (1) attentive to the needs of the student as a person, who knows how to listen, and how to ask questions; (2) attentive to the academic needs of the student, who knows something of the grapevine, who can steer the student to or away from certain courses or teachers; and (3) attentive to the needs of the student as career aspirant. But to go beyond Dr. Noonan's statements, an adviser should be a model for the advisee. An effective academic adviser is one who through experience has shared interests with those whom he advises.

The faculty adviser should have enough time to help with long term planning, to discuss as needed the nature of education and its applicability to the individual headed for graduate or professional school or a job. He should be able to provide criteria for selecting programs, courses, or teachers, but should have readily available professional advising services for referral of serious personal or social problems.

We see an advantage in having premajor advising done outside the adviser's office where he is removed from the pressing distractions of his teaching and reserach commitments. For the major, however, the student's feeling of acceptance in the discipline is probably reinforced by meeting the adviser within the physical setting of the department.

Faculty advisers commonly complain that the perfunctory nature of their prescribed duties tend to dominate advising sessions. We see that much can be done to free the adviser from the pedestrian aspects of advising, and, therefore, we make the following suggestions:

We recommend that all mechanical and record-keeping [duties] related to advising be consigned to the Registrar's Office. Students should be able to obtain computer print-outs showing their progress toward meeting degree requirements, grades, grade point average, rank in class, _etc_. Much information that now is scattered in miscellaneous memoranda and documents could be assembled in handbooks designed to fulfill the needs of advisers and students.

We suggest that signing of registration cards no longer be required. Clerical chores for the adviser tend to become the raison d'etre for advising sessions and may actually inhibit the development of a substantial advising relationship. The signature serves as evidence that the adviser has been visited, not necessarily that advising has taken place, and we know that in some unfortunate instances the signature is the only product of an "advising session."

Some schemes in use in other institutions are not consistent, we believe, with the aims of education at Duke. For this reason we find unattractive those programs in which academic advising is done by (1) professional, non-faculty advisers; (2) peer advisers (except as assistants to the faculty); and (3) a combination of a faculty coordinator with several peer advisers. In the last arrangement the influence of the faculty person is so diluted as to make this arrangement tantamount to solely peer advising. Although the Duke team considered utilizing advanced students as advisers on the impressive American University model, we came to believe that in academic advising peer advisers should serve only an auxiliary role.

Recommendation III
Inducements for Faculty Advisers

We recommend that advising be considered among the criteria for professional advancement -- salary, promotion, and tenure. Advising must be weighed also in determining the faculty's teaching load and other university service. No advising system can succeed without these rewards even with the best intent of the faculty, and we are convinced that only when advising is built into the rewards system will effective, continuing service be given by the faculty.

Recommendation IV
Orientation, Freshman, and Premajor Advising

We recommend that optional pilot programs be offered experimentally for small groups of freshmen. Among the most comprehensive, integrated, and well-operated programs in the undergraduate college and schools, the freshman orientation program ranks close to the top. Of three or four days duration immediately preceding the beginning of classes each semester it provides information, events, and activities to orient the incoming students academically, socially, and personally. Representatives from the student affairs offices and the academic offices of the Engineering School, the School of Nursing, and Trinity College plan the orientation programs to mesh the events appropriate for all freshmen with those events limited to students in one or the other of the schools or college. Both group and individual meetings with faculty advisers are stressed.

In the course of many conversations during the two weeks at Boone the discussions of freshmen advising became inextricably mixed with discussions of orientation programs. (See our reports of the conferences with Diamond, Pascarella, Bevan, Miller, Milton, Stephenson, and Long.) Since we are now convinced that for the most part good orientation is only the beginning of good advising, we treat the two together. We are reluctant to recommend changes in a good program but we feel compelled to suggest that changes may be needed in the future and that we should be preparing for that eventuality. Therefore, we propose optional pilot programs.

Optional Orientation. Our suggestions for options to the traditional orientation include omitting formal orientation completely. Students would, by choice, merely follow instructions received by mail and begin attending classes. Some freshmen do not need specialized programs over a period of three or four days and in fact, may feel resentful at the implication of their inability to orient themselves. Some freshmen at the University of California elect this option; it would be of interest to learn if some -- and how many -- who select Duke would reject orientation. The possibility exists that we are providing a service not in as wide demand as we have thought.

Orientation in the Third Summer Term. Beyond the above example of an option to the present orientation, other suggestions merge orientation and freshman advising. The team sees orientation in the third summer term as another possibility for which the groundwork has been laid by the program for freshmen in the 1974 summer session. The freshman would elect a regular course taught by a faculty person who would serve also as the student's adviser. Since the adviser-teacher would have all of the student's time at his disposal he would conduct the course and the traditional aspects of orientation, and also initiate individual and social contact with the freshman. Thus, the student would earn one course credit in a typical freshman course and also have the opportunity to become oriented to the campus before the pressure of the regular semester begins. Further -- and for some students the most important -- they would come to know a faculty person as an individual, a friend, to whom they could turn for help in the future. We suggest also that a peer adviser work with each faculty adviser.

Orientation in Teacher-Adviser Courses. Means of reinforcing the mentor relationship by intellectual exchange appeals to us, and leads us to our last proposal: given the traditional orientation program, a freshman could be assigned to an adviser for whose course in the regular curriculum he had registered. Advisers report that they establish much better rapport with those advisees whom they meet regularly in their classes, as well as in advising sessions. We applaud this means of advising and hope it can be implemented experimentally.

For the sophomore who has not declared a major, advising has been a problem. Often the sophomore's adviser from his freshman year is on leave or otherwise unavailable. Although he declared a division of interest at the end of the first year and was thereby assigned to a divisional dean for counseling the student is often not aware that the dean serves as faculty adviser until the major is declared. Within an advising center these students would be accommodated with ease. The sophomore would need only to present himself to the information counter to be directed to the appropriate adviser.

Recommendation V
Major Department Advising

We recommend that those faculty persons who are equipped by virtue of their special talents, knowledge, and interests be encouraged to act as advisers and that their services and effectiveness be considered in matters of professional advancement equally with teaching, research and publication, and other university service. Peer advisers from among graduate students or undergraduates who are well advanced in the discipline would contribute with effectiveness in major advising.

Recommendation VI
Career Services

We recommend that an office of career services be established in the Advising Center and that each department appoint a career officer to serve as a liaison. The Yankelovich survey revealed that two out of every three students now in college want to prepare for a job (the third is a "student of the sixties" who seeks self-improvement and wants to aid society). Almost everyone in contact with students recognizes the changing orientation toward job preparation and wants to respond to the increasing demands for career information. We believe that present students do not need the kind of advising necessary a few years ago when there existed a plethora of requirements and regulations. Rather they want to talk with their faculty advisers about careers, jobs, and programs of study to prepare themselves for employment. Undoubtedly the shaky economy, tight job market, and increasing competition for admission to professional schools contribute to this practical concern. Since these factors are probably not ephemeral they must be considered in planning for the future. We believe that the major thrust of advising now and in the forseeable future is on preparation for jobs. Given the academic orientation of the faculty, however, few are prepared to identify career opportunities open to graduates with training in a given major or to predict job opportunities. We consider it, therefore, of prime importance to have in the Advising Center an office of career services. The director would be charged with acquiring and making available information about jobs and careers open to majors in each discipline. Further, this office would provide information about the current job market and relative demands in various areas. Long range projections on job opportunities would be of special value not only to students, but also to departments and to the administration in planning for the future development of departmental offerings. We would suggest the regular distribution of newsletters describing careers, new developments, and resources.

In recognition, however, of the expertise that only the faculty can bring to some areas of career advising in a given discipline we see the need for a career officer in each department. This person would assist the director of the career services office, in obtaining information, act as liaison with that office, and advise students on designing programs of study to lead them to employment.

Recommendation VII
Evaluation of Advising

Regular, systematic evaluations of advising in every area should become an established part of the advising system. We recommend that those responsible for any kind of advising for students in Trinity College be charged with formally evaluating the adequacy and effectiveness of the advising system annually and further, that they report to the UFCAS Committee on Faculty Advising or to the Dean of Trinity College, as appropriate.

Recommendation VIII
A Program in Faculty Development

We recommend that a program in faculty development be established, and further, that in the spring, 1975, a pilot workshop be held.

Advising is, in fact, teaching, and it is properly the responsibility of the faculty. We know, however, that many of the faculty feel inadequate as academic advisers, that they lack advising skills, are not sufficiently knowledgeable about the curriculum outside their departments, about regulations or degree requirements. In the review of the curriculum a substantial portion of the faculty (75%) expressed a need for help in learning to teach small group experiences.

Through the conferences in Boone and other experiences the team has become convinced of the value to faculty, students, and the university of a faculty development program. The program might well be a function of the newly appointed Assistant Provost for Educational Program Development. It would provide, for example, workshops on advising and teaching effectiveness and on communications skills (i.e., non-verbal openness, asking the open-ended question, and interviewing techniques). Seminars on the role of the faculty and their goals within the structure of the university would be helpful. Consultants to assist faculty in creating new formats for courses or programs of instruction would be of great value in this time of awareness of innovative possibilities. With the cooperation of Duke's audio-visual center videotaped evaluations would be possible as a basis for teaching improvement; further, equipment could be loaned for use in teaching, and courses could be designed to take advantage of the use of films, tapes, slides, etc.

We urge that in the spring of 1975, a pilot workshop on faculty development be held to explore faculty needs and reactions. A two-day program led by knowledgeable and skillful consultants would be offered with the goals of learning the needs of the faculty and providing assistance for advisers, for instructors of small group experiences, and for those interested in innovative teaching methods. From the response to the programs some measure could be made of the extent and directions of the faculty's interest.

APPENDIX N

THE QUALITY REVOLUTION:

LEARNER CENTERED REFORM

IN HIGHER EDUCATION

Sponsored by

The Institute for Undergraduate Curricular Reform

and

The Charlotte Area Educational Consortium

Barber-Scotia College
Belmont Abbey College
Central Piedmont Community College
Davidson College
Gaston College
Johnson C. Smith University
Queens College
Sacred Heart College
University of North Carolina-Charlotte
Wingate College
Winthrop College

held at

The Conference Center
Sacred Heart College
Belmont, North Carolina 28012

April 21 - 22, 1975

Francis Keppel, former United States Assistant Secretary of Health, Education, and Welfare, talks about The Necessary Revolution in American Education. He states,

> The first revolution in American education was a revolution in quantity. Everyone was to be provided the chance for an education of some sort. That revolution is almost won in the schools, and is on its way in higher education. The second revolution is equality of opportunity. That revolution is under way. The next turn of the wheel must be a revolution in quality. (p.1)[1]

John D. Rockefeller 3D, Chairman of the Commission on Population Growth, calls for a revolution in a slightly different way. Rockefeller's premise is that The Second American Revolution has already begun and that we must react immediately or risk destruction.[2] Rockefeller claims the "Youth Movement" seeks to establish a person-centered society to promote humanity and idealism in all Americans. In his synthesis - termed the "humanistic revolution" - Rockefeller offers prescriptions to create new structures and restructuring existing institutions to plan and effectuate humanistic goals. The goal of the conference is to explore the implication of quality and person center revolutions for higher education.

The specific objectives of the conference are:

1. To identify who the new learners are and how to diagnose their abilities and needs.
2. To hear distinguished educators discuss possible non-traditional institutional responses to new learners.
3. To examine a variety of approaches that faculty can take to develop programs for new learners.
4. To critically analyze alternative ways to improve instruction in post-secondary education.
5. To examine multiple ways for measuring teaching effectiveness.
6. To formulate a strategy for developing or improving programs for new learners.
7. To develop an informal network of persons working on alternative institutional responses for new learners.

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[1] New York: Harper and Row, Publisher, 1966

[2] New York: Harper and Row, Publisher, 1973

Monday, April 21, 1975

10:00 a.m.	Conference Registration Opens and Coffee Hour	
11:00 a.m.	Welcome and Opening Remarks:	
11:05 a.m.	Introduction of Speaker:	Dr. Frank G. Dickey, Provost, University of North Carolina-Charlotte
11:10 a.m.	Opening Presentation:	The New Learner and the Need for Diversity in Design Dr. John M. Bevan, Vice President for Academic Affairs, Davidson College, Davidson, North Carolina
12:00 - 12:30	Discussion	
1:00 p.m.	Buffet Luncheon	
2:00 p.m.	Introduction of Speaker:	Dr. William O'Connell, Project Director, Southern Regional Education Board - Non-Traditional Responses to the Needs of New Learners Dr. Arthur W. Chickering, Vice President for Policy Analysis and Evaluation, Empire State College, State University of New York
2:45 - 3:15	Discussion	
3:15 p.m.	Coffee Break	
3:45 p.m.	Introduction of Speaker:	Dr. Cynthia H. Tyson, Associate Professor of English and Assistant Dean of Queens College Diagnosis of Student Learning Abilities and Needs Dr. Robert Pitcher Professor of Psychology, Baldwin-Wallace College, Director of Educational Development Center, Berea, Ohio
4:30 - 5:15	Discussion	
5:45 - 6:30	Social	
6:30 p.m.	Dinner	
7:30 p.m.	Introduction of Speaker:	Dr. John M. Bevan, Vice President for Academic Affairs, Davidson College, Davidson, North Carolina Faculty Development Programs: Content and Methods Dr. Harold E. Hodgkinson, Research Educator, Center for Research and Development in Higher Education, University of California, Berkeley California
8:45 - 9:15	Discussion	
9:30 p.m.	Informal Social	

Tuesday, April 22, 1975

7:30 a.m.	Breakfast	
9:00 a.m.	Introduction of Speaker:	Dr. Joseph L. Mills, Vice President Gaston College, Dallas, North Carolina - Instructional Development in Higher Education Dr. Robert M. Diamond, Assistant Vice Chancellor for Instructional Development, Syracuse University
9:45 - 10:15	Discussion	
10:15 a.m.	Coffee Break	
10:45 a.m.	Introduction of Speaker:	Dr. Lewis R. Aiken, Jr., Chairperson, Department of Psychology of Sacred Heart College Measuring Teaching Effectiveness Dr. Richard I. Miller, Associate Director for Programs, Illinois Board of Higher Education, Springfield, Illinois
11:30 - 12:00	Discussion	
12:00 noon	Buffett Luncheon	
1:30 p.m.	Introduction of Speaker:	Dr. J. Lem Stokes, II, Associate Vice President for Academic Affairs of The University of North Carolina
1:35 p.m.	Closing Presentation:	Planning the Future: Strategies for Implementing Faculty and Instructional Development Programs Dr. L. Richard Meeth, Associate Professor of Higher Education, State University of New York at Buffalo
2:15 - 2:45	Discussion	
2:45 p.m.	Closing and Adjournment	

* *

Coordination

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Chairman, Department of History
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Dr. Warren H. Groff, Chairperson
Charlotte Area Educational Consortium
Committee on Department and Area Programs
Academic Dean and Vice President for Academic Affairs
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APPENDIX O

PRINCIPLES AND PRACTICES OF COLLEGE TEACHING

TO: Colleagues involved with developing EDCI 265

FROM: James L. Morrison [Co-Director, Higher and Adult Education, the University of North Carolina at Chapel Hill]

Attached is our revision of EDCI 265 based upon the experience Jamie Shumway and I had this summer. As you will note, we have attempted to break each module into a statement of objective(s), resources needed, what format(s) and activities could be used, how much classroom time each format and/or activity would take, what handout materials would be needed, and what the student assignment should be. Also included are appendices concerning the project requirements, and various forms we feel are needed in the administration of the course.

Please regard these materials as a draft in need of further refinement and development. We appear to be at the point, however, where we need to begin to develop our student handbook and original course materials (including additional media and self-instructional resources) to supplement those commercial materials we want to use. We do feel that this course "as is" could be taught in the summer or in a regular semester. We recommend that in the fall and spring a contract grading system be installed, with satisfactory completion of the course contained herein sufficient for a "P" and the inclusion of the satisfactory design of a course in the student's subject field necessary for an "H".

There are significant advantages to be obtained through having students develop projects of their choice within the general area of college teaching and then implementing their projects on a group of their peers. . . . For example, this method allows them more freedom to exercise various instructional format options because the "class" they teach has already developed skills in group process. Therefore, student teachers are now free to choose that option if they so desire. In addition, students will be teaching a group that not only is quite comfortable with each other but also is comfortable with the student instructor, and vice versa. We were struck by how a majority of projects this summer included a much wider variety of formats (with usually effective implementation) than those projects I observed previously. Finally, not only does having student projects on college teaching allow us to have more depth of subject matter in the course, it also allows our students to have multiple opportunities (instead of 1 or 2) to evaluate other students' instructional design and implementation efforts. It is our opinion that the more application activity we can include in the course, the more effective the course will be. The disadvantage of our suggestion is that students are not developing instruction in their subject area; but this could be overcome by the contract option.

We would like to point out a few of the most obvious and immediate problems we face in developing the course and just did not have the time, energy, and/or expertise to deal with this summer:

(1) The formal needs assessment form should be revised. As it now stands, it is a better indicator of one's perceived knowledge of jargon rather than an indicator of one's competency to use a systematic approach to the design of instruction. In addition, we should develop an objective needs assessment instrument rather than continue to use only the perceived needs approach.

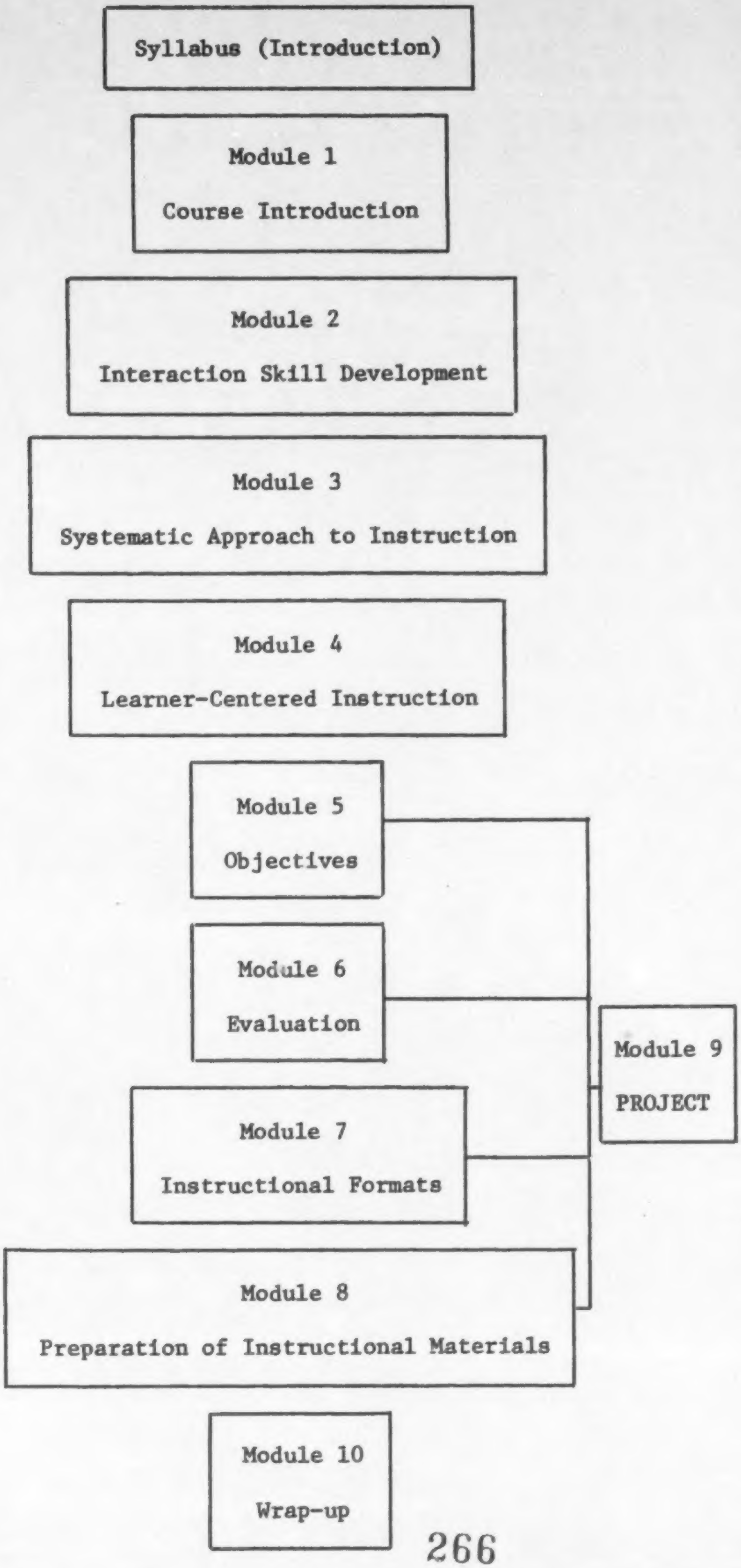
(2) We should develop behavioral objectives (in all domains) for our student workbook, particularly if we continue to use Popham and Baker and Kibler _et_. _al_.

(3) Please note that our draft is for the use of instructors of EDCI 265. . . .

(4) We need to develop a module on needs assessment.

With these thoughts in mind, the summer crew passes the ball to the fall crew.

SCHEMATIC OF
EDCI 265
COLLEGE TEACHING

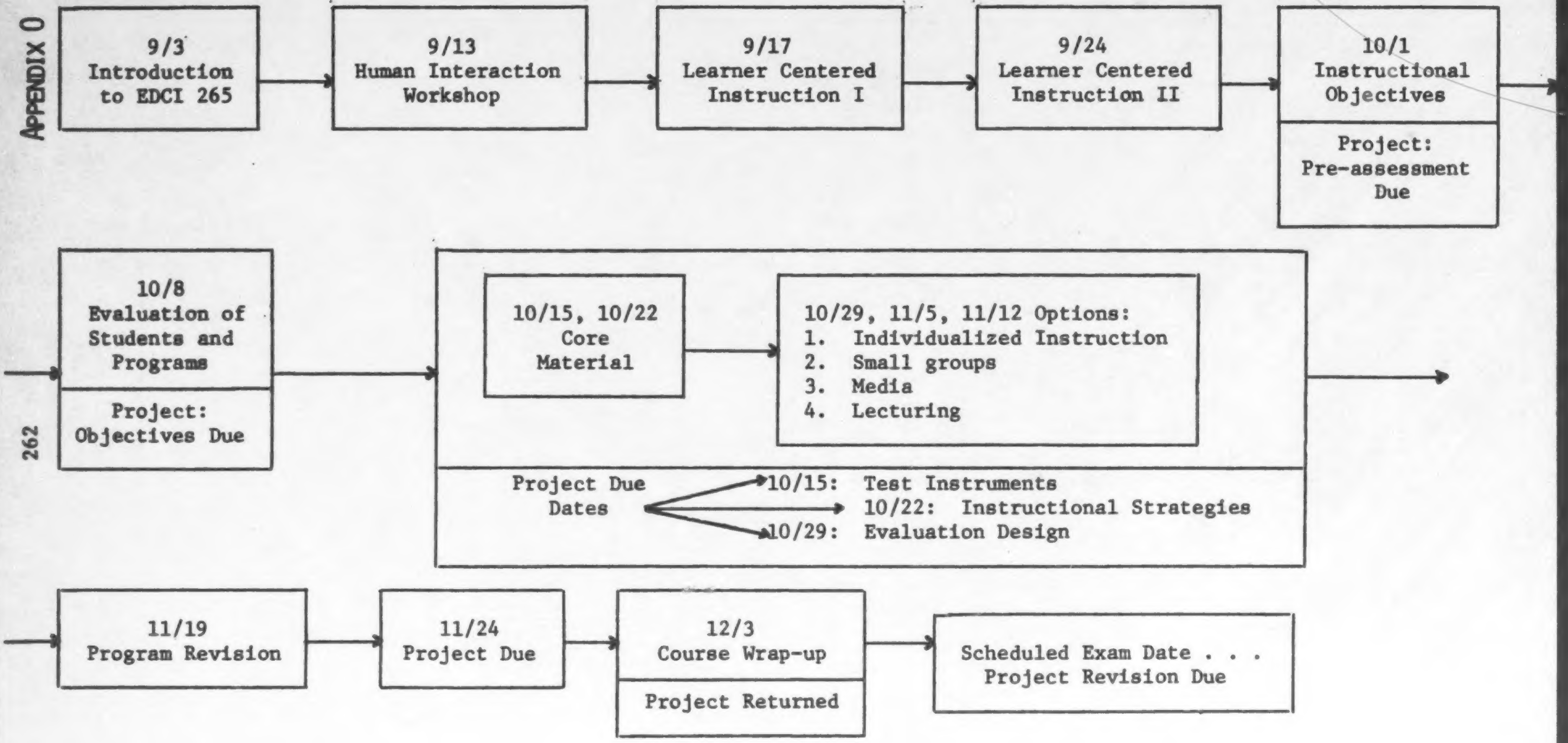

Syllabus (Introduction)
Module 1
Course Introduction
Module 2
Interaction Skill Development
Module 3
Systematic Approach to Instruction
Module 4
Learner-Centered Instruction
Module 5
Objectives
Module 6
Evaluation
Module 7
Instructional Formats
Module 8
Preparation of Instructional Materials
Module 9
PROJECT
Module 10
Wrap-up

APPENDIX O

5

EDCI 265 "COLLEGE TEACHING" FALL, 1975

CALENDAR AND FLOW CHART



9/3
Introduction to EDCI 265

9/13
Human Interaction Workshop

9/17
Learner Centered Instruction I

9/24
Learner Centered Instruction II

10/1
Instructional Objectives

Project:
Pre-assessment Due

10/8
Evaluation of Students and Programs

Project:
Objectives Due

10/15, 10/22
Core Material

10/29, 11/5, 11/12 Options:
1. Individualized Instruction
2. Small groups
3. Media
4. Lecturing

Project Due Dates
10/15: Test Instruments
10/22: Instructional Strategies
10/29: Evaluation Design

11/19
Program Revision

11/24
Project Due

12/3
Course Wrap-up

Project Returned

Scheduled Exam Date . . .
Project Revision Due